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The Bates Student

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THURSDAY, NOVEMBER 16, 1995

Weekend Weather

SATURDAY: WHAT COULD BE MORE DEFINITIVE THAN "THE END"? HAVE A PLEASANT HOLIDAYS SEASON, AND STAY TUNED FOR A SPARKLE-FRESH, "NEW, BETTER THAN EVER" BATES STUDENT IN 1996.

Inside Scoop

A Gen-X that we can all identify with. Foster a new appreciation for the Bates Den. Page 19.

They're running all the way to Wisconsin! Check out the women's cross country team and cheer them on this week. Page 20.

How do the basic tenets of the American educational system contrast with those of the former Soviet Union. Page 10.

Northern Maine woods native shares thoughts about the balance between nature and the industry that has changed the face of his backyard. Page 13.

Eat, drink, be merry...



Juniors Leah Wiedmann, Chris Renyi and Mike Shonkoff make a toast to good times at the annual Harvest Dinner. Apparently, from the looks on their faces, it was well worth the wait. *Alex Hahn photo.*

by Michelle Wong

Although at least a forty-five minute wait was to be expected at an event such as Harvest Dinner, it didn't help ease the anticipation one whit as individuals and groups crowded outside the doors that welcomed them to awaiting steaming fare of Thailand, Australia and New Zealand, Austria, Italy, the Caribbean and the American heartland. Once people actually made it into their room of choice, their hunger pains heightened, as did some feelings of impatience. People slowly shifted forward toward the food-laden tables, hovering above their satiated peers, who meanwhile contentedly scarfed down their repasts, ignoring the voracious stares of curiosity and envy coming from above.

On the downside, it was survival of the fittest, the fittest. Every person for him/herself, with minimal cutting and maximum table territorialism, especially if you went early. From both an outsider's and insider's perspective, it was in many ways buffet heaven and hell; a study of conscious overindulgence and maybe even slight agitation, as in "yes, I did get the last of the rice noodles, but it's so hard to eat off a tray while sitting on the floor."

The unavoidable confusion and excitement, however, made the sheer experience of being at

Harvest Dinner memorable. Dining services and members of the student body really knock themselves out once a year in order to serve up a diverse array of international cuisine in a celebratory atmosphere, timed right before Thanksgiving.

All of the staff's hard work

Food is more than a nourishment ... it is an integral part of our social lives.

Director of Dining Services Bob Volpi in the Harvest Dinner Passport

showed in the orderly and tempting presentation of food, in the artfully arranged brush and strung balloons, and in the fresh-cut flowers that topped many a table. Multicolored kites and paper lanterns draped the ceilings, even the tablecloths — gingham in the Den (Italy), blue and white in the large room (Caribbean), and green in Chase Lounge (Thailand) — showed how attentive to detail the staff and students really were.

Despite the chaos, the mid-week feast enabled members of the community to enjoy a sampling of live pulsating calypso

and steel drum music in two rooms, while the sweet sounds of a guitar, a violin, a mandolin and a fiddler reverberated in the others.

The food itself went above and beyond Commons' usual specialties. The tasty, roasted, free-range Maine MOFGA Organic Turkey with sage dressing, cranberry orange relish and homestyle gravy reportedly put the dining hall's perennial Tom Turkey to shame. Doves left the Heartland Harvest table with steaming heaped plates. Many went back for more.

Main dishes ranged from grilled Jamaican jerk chicken to roasted leg of lamb with blackberry-apple-currant chutney, and also included baked fish with almonds, roasted sirloin of beef with roasted almonds, yellow beef curry with steamed rice, and stir-fry shrimp or chicken. Desserts offered something for every sweet tooth: chocolate truffles, four different Austrian tortes, cannolis and both banana and Schokoladendunstkoch chocolate pudding, among others.

At no other time of the year does Commons offer such a variety of tempting victuals for dinner. Everything was at least good, if not delectable. Once again, Harvest Dinner filled the body to its bursting point, much to the delight of the anxious student body.

Two security alerts warn campus

Former student threatens administrators; masturbator remains on the loose.

by Jeremy Pelofsky

Two security alerts regarding two separate incidents that occurred this past weekend warned the Bates community of the impact of two perpetrators on campus. With ubiquitous notices, the first alert warned of a former student's threat to two administrators while the other alert warned of a person exposing himself and masturbating publicly in the Ladd Library.

Mark C. Maguire, 30, matriculated at Bates College in the fall of 1983 but left for personal reasons before graduating. Maguire returned to campus approximately a month ago with hopes of reenrolling to complete his undergraduate degree. After a conversation with Dean of the College James W. Carignan, dean of students at the time of Maguire's matriculation, Maguire reportedly left Bates without reenrolling. He returned early last week, however, with a 17-page diatribe threatening to harm Carignan and current Dean of Students F. Celeste Branham, Carignan and himself.

"[Maguire] wrote a long document and within that document there were threats against college personnel. I know that he came to Dean Branham and he gave her that document when he saw her," said Larry Johnson, director of Campus Security and Safety.

The Lewiston Police Department took Maguire into protective custody because of the nature of his threats. He was voluntarily transported to St. Mary's Hospital for psychiatric evaluation. There, it was determined by the psychiatrist that Maguire should be transferred to the Jackson-Brook Institute in South Portland, ME, for five business days, so that his mental stability could be reevaluated.

The South Portland Police

Continued on Page 5

Spotlight... Education

Quotable

"In every discipline, you have that moment when a professor explains a concept and half the class feels left behind. You can hear the brain go 'splat' against an intellectual hurdle."

T. Mack Brown, software entrepreneur

News

Notable

U. Mass-Amherst has proposed a new hate-speech code that has been devised with the intention of protecting professors and students from "negative stereotyping" in the forms of epithets and slurs.

Student teachers prove they're certifiable educators

by Michelle Wong

If you think being a Bates student is a full-time job in itself, and that extracurriculars are hard enough to juggle with school-work, imagine adding another responsibility to the list—a professional job that accounts for 10 to 15 hours of your time a week.

Sound impossible? It's definitely not easy, yet the numbers of students pursuing teacher certification are slowly growing. There were five last year, and there are eight this year. Associate Professor of Education Peter Corcoran, who also chairs the department, expects as many as 15 next year. He indicates that part of reason for the shift can be attributed to young people's awareness of and attraction to the public service aspect of teaching.

Additionally, "the program is much more intellectually challenging and stable than it was a few years ago," Corcoran said. "Its aim is clear to students [as stated in the Education Handbook]." Bates student teachers gain pre-professional preparation, plus the combination of theory and practice.

"It's [the program's] outcome-based," Corcoran continued. "It takes a while to really develop a program. It's been a three- or four-year process to improve the quality of our educational studies and produce the kind of program we want to have." In conjunction with a major, seven education courses, each of which requires field work, are required for secondary-school teacher certification in Maine.

The program has received full approval for the state of Maine, and can offer full teaching certificates through the month of April 2000. Additionally, the program has a unique focus on environmental awareness and understanding, requiring every certified teacher to have some background in environmental education.

Corcoran noted that Bates graduates who are certified in public secondary school teaching have a competitive advantage in the job market, since they are graduates of an excellent college with an increasingly stronger and recognized education program.

"I have enormous respect for the commitment and seriousness of purpose and plain hard work that the student teachers do," he said. "It's a very demanding program that requires them to live and work in two worlds. They need to continue to succeed at Bates, but they also need to learn how to work effectively in the community. They have to do real work—people depend on them."

The members of the Class of 1996 have been educated together and have contributed to each other's educational perspective. Their educational visions are progressive works in progress, undoubtedly their own.

■ Helping individuals find their potential to succeed



Left to right, Jennifer Lacher, Amber Jensen, Melissa Margarones, Ayesha Farag, Theresa Evenson, Deb Brill, Professor Stanton Wortham, Sacha Garcia, Professor Peter Corcoran. Paige Brown photo.

Jennifer Lacher had an epiphany on her first day of high school: she wanted to be a teacher, like her seventh hour English instructor, Mrs. Ekeland.

"I think that what made the strongest impression upon me was the personal touch that she brought to her classroom. It was always apparent that she took special notice of her students. She cared about her students beyond what they did in the classroom," Lacher said.

An American Cultural Studies major, Lacher works at the Franklin Alternative School in Auburn, a high school program for "at-risk" kids.

"I'm teaching American history and English, and the classes are mixed—it's grades 10 through 12. ... I think that having American Cultural Studies as a major makes me much more in-tune to interdisciplinary approaches to the teaching of these two subjects," Lacher said.

Franklin students, who choose to attend the school after they leave a regular high school program, take classes as they need them to fulfill graduation requirements, not in any special sequence. They also take them because they are motivated and want to learn.

Lacher was attracted to the program because she knew that it, like others of its kind, have made a difference in people's

lives by helping students realize the value of education. "I have a friend at home who's younger than I, who went through an alternative school program. ... She would have never graduated from high school without going through this school. It changed her whole attitude, her whole outlook on life."

Still, Lacher continues to struggle with the notion of "at-

ity of Lacher's. "I try to do a lot of work with small groups—a lot of activities where kids become the producers of the curriculum, not just the consumers of it," she said. "They don't want to be preached at; they want to learn. I don't want them to perceive me as the all-knowing authority; I want them to figure out for themselves what is important."

"I consider myself really lucky in my classroom experiences so far. My two cooperating teachers [at Franklin] have really given me nearly free rein in the classroom," Lacher said. "I'm the one who makes up the lesson plans; nobody checks them out ahead of time per se. I'm the one in charge, from the time the period begins to the period's end. The students really seem to respect me and I really respect them, and I think that that's the result of my coordinating teachers' letting me do everything on my own."

Moreover, Lacher added, "They [students] see me as human—if I'm allowed to fail, then that makes me seem more real, because to fail is normal. I wouldn't be student teaching if I already knew all the answers as to how to do this."

After graduating from Bates, Lacher plans to transfer the meth-

"I have enormous respect for the commitment and seriousness of purpose and plain hard work that the student teachers do. It's a very demanding program that requires them to live and work in two worlds. They need to continue to succeed at Bates, but they also need to learn how to work effectively in the community. They have to do real work—people depend on them."

Education Department Chair Peter Corcoran

risk" kids: "They typically get defined as being kids from economically or socially underprivileged families, maybe from families where parents haven't received education and therefore [their] kids might be 'at-risk' of following the same pattern as their parents," she said. "Yet I'm coming to realize that it is impossible to pigeonhole these kids into being all-of-a-kind. Each one has his or her own story and his or her own reasons for coming to Franklin."

Working to foster individual students' potential is a top prior-

ity she developed from her teaching experiences on the East Coast to her future experiences in the Midwest, where she plans to return home to teach.

"College has always felt very transitional to me and one of the things I've enjoyed most about coming to school out here, and about the education department especially, is that it's given me a perspective on my education before coming to Bates. I feel I have a lot to take back and I could bring a lot into other schools just because I've had this different experience. South Dakota and Maine are really worlds apart—there's some benefits and drawbacks in each one." Lacher cites the potential of South Dakota moving into a more progressive state educationally, with the introduction of technology. She wants to be part of this movement.

Lacher raves about the experience she has gained at Bates, but notes with bewilderment and frustration that "nobody [teachers, friends] can understand why I'm student teaching, nor can they truly understand what student teaching entails."

■ Combining nature and relevance

Cultural Psychology major Deborah Felicia Brill has "always liked working with kids, especially 'at-risk' kids: 'I was never just interested in education. I was interested in kids. I don't even know if I want to be a teacher. ... I just love taking the classes and spending time in the schools.'" After graduation, before entering the workforce, the nature buff Brill plans to hike the Pacific Crest Trail, which extends from the Border of Mexico up the West Coast to the border of Canada.

"I could see myself working with kids in the outdoors," she says of possible future plans. "I feel the outdoors is the best possible to get to kids, for them to gain confidence and learn how much they never knew existed. Being outdoors is such a transforming experience."

Brill currently teaches at the River Valley School in Turner, Maine. It is an alternative school for "at-risk" kids who have been kicked out of regular public schools and have come into the program when they decided they were ready and motivated enough to continue their education.

Teaching students relevance of knowledge is more important to Brill than "stuffing them with facts. ... We need to change the education system, to not exclude students," like those who are "at-risk," she said.

"In education, I'm not so concerned about subject matter," said Brill. "I don't know if I'd be interested in teaching if that was what education was all about. Schools affect kids so much."

Continued on Page 3

Eight is enough ... these students want to be teachers

Continued from Page 2

"I want to give kids a place, create a situation where kids can succeed. I want to help create the confidence so that they see themselves differently, to help them grow so that they can be where they want to be."

■ Adding to a family legacy of teachers

"I try all different methods of teaching," said English major Melissa Margarones, who has been interested in education since she was young. "I develop my own teaching method and adapt it to the children. The kids are your priority. Everything's a constant compromise."

Margarones comes from a family of teachers; her parents were both professors. "I used to think," she said, "if I wanted to be a teacher, why go to Bates? U. Maine-Farmington has such a good education program and it's \$20 thousand less."

"The challenging thing about the Bates program," she continued, "is that you have it [student teaching] and the regular course load. Time management is a big challenge. ... I don't think people realize how much time it takes, how much time I spend in school. I'm constantly thinking about it [student teaching]."

"When I wake up at six and know I'm going to teach the kids, it's second nature almost," Margarones said. Despite the constant commitment that she's had for the past two months, she said, "It gives you a focus, a goal for a day."

"I love it. It's so rewarding and challenging," she said. "You're up in the front of the classroom, thinking about 20 different things at once. Your mind's focused on everything."

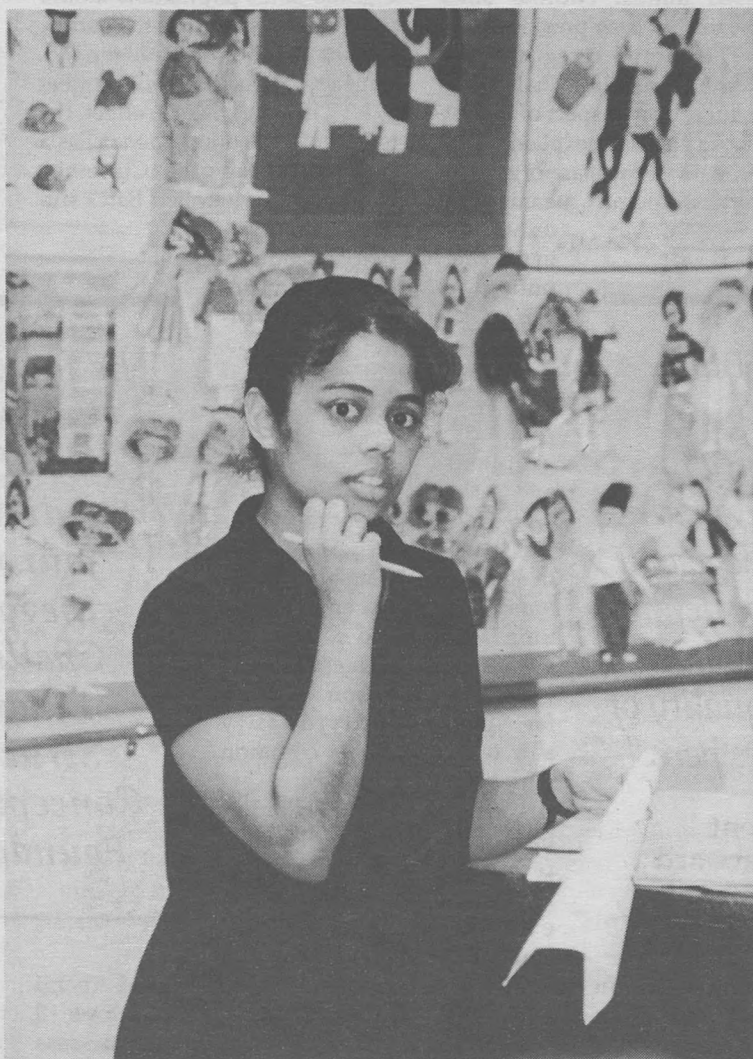
Like all other student teachers, Margarones has been "tested" by her students. This kind of gauging can be likened to a class that sees what it can get away with a substitute teacher. "Part of the problem is that, since we're students, the class challenges us, too."

Citing child-centered teaching as her goal, Margarones rightly confesses that she enjoys seeing students being rewarded for their accomplishments. When they succeed, she knows that she has succeeded.

Margarones says that she wants to keep her options open when she graduates. For now, though, she finds comfort in her fellow student teachers. "We're all supportive of each other and we share ideas. I think we all help each other out as far as that goes."

■ Synthesizing Bates and outside experience with bilingualism

"It all started when I substituting. I always wanted to work with people in some sort of interactive job. I first wanted to be a doctor, but that changed," said Spanish major Sacha Garcia, who acted as a substitute teacher for kindergarten through grade five students during holidays and summers in her hometown of Holyoke, Massachusetts. Garcia substitute taught and dur-



Sacha Garcia, teacher, leads a discussion during her Spanish class.

Alex Hahn photo.

ing her years at Bates.

Garcia's experience in education also includes work as a summer tutor counselor for Upward Bound, a program she had formerly participated in herself, at Northfield Mount Hermon in Massachusetts. The program is designed for first-generation college students from low-income families. In addition to having supervising activities, Garcia taught a drama class.

Garcia has worked with students of every age, in a number of

different settings. "I first got a feel for elementary students — I really liked them. They had lots of energy. Then [later], I worked with high school kids." She has also worked with kids at her church. "I've gotten two sides of the coin. I've also seen the middle side of the coin."

Yet Garcia's initial affinity for working with younger children remained. "My interest [in education] grew just by working with kids, and so I decided that I wanted to work as an elementary

school teacher, especially with bilingual kids," she said. Although the environments are vastly different, Garcia eventually plans to transfer the skills she learns teaching at Edward Little High School, where she works as a Spanish language instructor, to an elementary school setting.

A first-generation Puerto Rican American, Garcia cites her parents as her educational models. "My mother and my father are the best teachers I know. I love when they teach [in Sunday school]. I think I'm developing my own teaching styles, using bits and pieces from other teachers," she said.

Confident about her success as an educator, and as someone who "can turn situations around," Garcia said, "I think I'm pretty confident. Once I get up there, I portray to the kids that I know what I'm doing. I'll acknowledge my mistakes."

"I try to think back to high school and what my teachers taught, what would be fun," she continued. "I'm pretty relaxed and laid back in the classroom. I always keep a smile on my face."

■ Ironing out public school systems

When Amber Jensen was in the sixth grade, she was determined to be a teacher. "I just really liked my teacher [that year], and both of my parents are teachers," she said. They discouraged her ambition for a while, though, said Jensen, because of their frustrations with the educational system. Despite their objections, Jensen did not waver her decision.

"My dad was a high school algebra teacher, and was a big influence, definitely," she said. "He had a lot of slower kids, kids with discipline problems."

"He went out of his way to help kids after school, to do a lot of things that he didn't have to do. He really cared," Jensen continued.

Having graduated from public school herself, Jensen wants to help take on some of its challenges. "I've always wanted to teach high school. ... I like public school better [than private school], because you have a wider variety of students and problems. I think it's harder to teach in public schools, because of discipline problems, parents, restriction of administration and curriculum."

"It's hard to teach someone when you're disciplining everyone else," Jensen said. "I kind of like having kids with discipline problems — it makes things interesting. You have to be ready for anything."

Jensen, a Spanish major and teacher, said, "I don't have a very traditional style. I walk around, move around a lot. I like to surprise people ... I like to have a lot of participation. I'm more of a facilitator than a traditional teacher. You get a lot of push for nontraditional teaching from the Bates department."

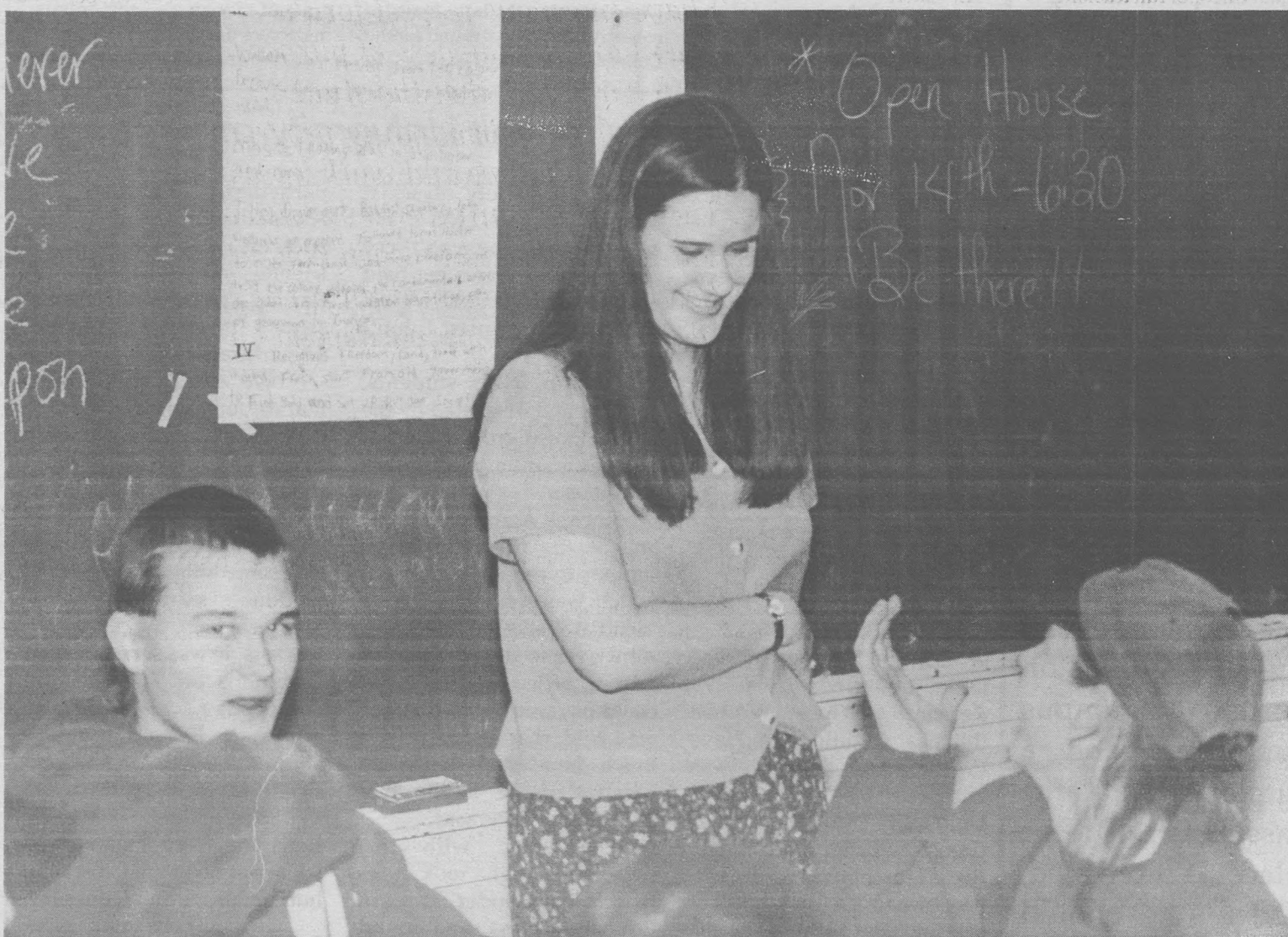
After graduation, Jensen hopes to teach Spanish in the northeast. A native Mainer, she said, "I have to be near water, an ocean, a coast."

■ Enjoying junior high students

"I've known for a long time," said Ayesha Farag of her desire to become a teacher. "I came here and started in [right away] on the education stuff." Prior to this year, she was a substitute teacher for fifth through eighth graders during her sophomore and junior years.

"That was great. That rein-

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Jennifer Lacher interacts with a small group of students during one of her history classes.

Alex Hahn photo.

Natasha Heath '96 was elected president of the senior class in RA-run elections held earlier this week. Heath was opposed by only one other senior, Jay Lowe '96. Faham Rashid '96 ran unopposed for the position of secretary of the senior class. The Senior Class President also serves on the Representative Assembly as a



Results from senior class elections

representative of the class of 1996.

These elections had been three times delayed because of a lack of candidates. After launching three advertising campaigns, RA Parliamentarian Josh Thomson '96 decided that the election must go on as planned. Balloting took place Tuesday evening outside of Commons during the dinner hours.

There are still several positions on various campus committees and a couple of RA at-large class slots left to be filled. If interested, students should contact Thomson.

Goals 2005: defining where Bates is going, has been

by Ellen McDevitt

In the year 2005, Bates will celebrate its sesquicentennial anniversary and Bates College President Donald Harward has big plans. This fall, a steering group of 21 people, including two current Bates students, was assembled to begin the process of determining the path of the college for the next 10 years. This foundational group is diverse, and, though their task, known as Goals 2005, is formidable, Harward is nothing but enthusiastic about his financial and structural brainchild.

"The 150th anniversary [of the College] gives us the opportunity to set clear goals regulating how the College will continue to be defined by its strengths—namely the quality of the resources here," said Harward.

The foundational challenges to Goals 2005 have been divided into four major categories; the first is "Financial Challenges." The price of attending Bates College increases every year. According to Harward, Bates can no longer afford to raise its price.

Harward recognizes that a price barrier must be set somewhere. But the College cannot afford to sacrifice the quality of what it offers students because it cannot pay for the "best" resources and faculty. New and more efficient resources of revenue must be generated. Harward began this process three years ago when he initiated the Bates Campaign to increase the College's endowment.

Bates' endowment has increased almost twofold since Harward has been president.

The second category deals with the "Structural Challenges" that affect every aspect of the college. As Harward explained, departments at Bates are organized in vertical columns, meaning that

only those in the computing department column are called on to answer computing problems, and that only those in the maintenance column are called upon to offer input about physical problems on the campus. Harward expects Goals 2005

"The 150th anniversary gives us the opportunity to set clear goals regulating how the College will continue to be defined by its strengths—namely the quality of the resources here."

President Donald Harward

to devise ways in which departments can interact more with each other.

The group will advocate teamwork and cross-training in order to break the vertical orientation and promote communication. It will also try to keep costs down. The "One-Card" system is one example of how several areas can be consolidated to increase services while ratcheting costs.

The structural challenge of which most Bates students are already aware is the issue of diversity. Who will the college be educating and how? As stated in the Goals 2005 planning materials, "How will the College respond to a more pluralistic society; and how will it move from tolerating to valuing individual difference while honoring the importance of collective common ground for the College community?"

Harward stated his desire that the Bates population should echo that of the rest of the nation, and that by the year 2020 the U.S. minority population will stand at 37%. If Bates is to reflect the trends of the nation, then it has a long haul ahead of it. Currently, 9.5 percent of enrolled Bates students are classified as students of color; if all international students are included in that figure, the number rises to 13.5 percent. Goals 2005 will attempt to deconstruct the relationship between nation and college and suggest paths of action to foster individuality and common ground.

Finally, Bates faces "Conceptual Challenges" in its educational philosophy as a competitive, top-ranked liberal arts college. Over the next 10 years, Goals 2005 will discuss what the college views as intellectual progress, and what the purpose of education is.

Additionally, President Harward and the Goals 2005 committee have compiled a list of assumptions about a liberal arts education, pertaining to Bates College in particular, which need to be addressed so that the Foundational Challenges can be broached. Some of these include the assumption that price barriers do not hold for colleges like Bates, that tenure should go unchallenged, that the value of a small liberal arts residential college is intrinsically apparent, and that the College must not adopt a program of rationing—compromising access or quality.

"We are not starting with the

assumption that we know all of the answers," said Harward. He added that the planning and formulation of results from Goals 2005 is an ongoing process whereby the committee searches for answers. It is a necessary and meticulous cycle, and the Bates population will be made aware of

the challenges that face the College, according to Harward.

A ndy Shriver '96 is one of the two Bates students on the steering committee. He believes that student opinion and input is taken seriously. "We're in the group to provide a connection between those making deci-

sions and those who will be impacted by those decisions," he said.

For Shriver, one of the most important issues that Goals 2005 will address is curriculum. "The Bates curriculum relates directly to the type of people who leave here, as well as to the quality of students who come to Bates," he said.

Harward also stressed the importance of curriculum review, in order to insure that Bates continues to attract diverse students and proceeds to graduate students who reflect the quality of education here.

"Goals 2005" is currently in the Visioning Process Phase. By the end of winter 1996, the campus should see a document detailing a vision that the College will strive for between now and 2005.

Sexist e-mail from Cornell University men sparks fury on campus

This week several Bates students joined together to take action in response to an e-mail message that has been circulating around a number

includes a variety of sexist remarks such as "#38 If she can't speak, she can't cry rape," "#49 Whores get paid by the hour, not by the word," and "#53 If it hurts, I don't wanna hear it."

Certain Bates students, enraged and disgusted by the e-mail, joined groups at other colleges in order to formulate a response.

Rachel Agoglia '99 was one of the first people on campus to receive the e-mail, which was sent to her by a friend at Wellesley College. "I went over to the Affirmative Action office to ask what could be done about this, but was told that there wasn't much [students] could do because of the freedom of speech laws," she said.

Unsatisfied with this response, Agoglia took the e-mail to her Gender Issues in Education class, and found

particular support in Alexandra Socarides '96. Socarides and a few of her friends joined Agoglia in starting a petition and letter to send to the Cornell administration.

"We wanted to tell them that we support the action that they're taking against these students, but we also wanted them to realize that a lot of people hold the views expressed in the e-mail and that something more needs to be done to educate people," said Agoglia.

A table was set up outside Commons on Tuesday and Wednesday evenings to inform the Bates community about the e-mail and to gain signatures for the petition. On the first night over 300 signatures were obtained, and Socarides hoped to get several hundred more on Wednesday.

On an correlated side-

note, Campus Security was asked this week to remove all posters from around campus which were not posting in appropriate places.

According to Sherri Brooks, assistant director of Security, Dean of Students F. Celeste Branham gave the order. "We were advised by Dean Branham to remove all posters from any place that was not a legitimate public bulletin board, and to save them for students to collect," said Brooks.

The students who were engaged in the petition drive had posted numerous posters stating examples of the sexist remarks contained in the e-mail message. Dean Branham was not available for comment on whether or not the removal of the posters was related to the fact that the signs contained sexist remarks.

AROUND
CAMPUS

of college campuses. The letter, entitled "Top 75 Reasons Why Women (bitches) Should Not Have Freedom of Speech" was authored by four Cornell University students — Evan Camps, Brian Waldman, Rikus Linschoten, and the self-proclaimed "Deion Sanders of sexism," Pat Sicher. The list

Security alerts warn against perpetrators on campus

Continued from Page 1

Department served two warrants for terrorizing, considered a Class-D misdemeanor, to Maguire upon his release Wednesday morning from the psychiatric institution. Before arraignment, Maguire's bail was set at \$2,500 cash per charge for a total of \$5,000 cash.

Maguire was arraigned earlier today, when he was formally charged and bail was set. There exists a possibility that bail was adjusted. He could face up to \$2,000 in fines and two one-year jail sentences that can either be served concurrently or consecutively.

"If he is to make bail, there will be conditions to his bail. There is to be no contact, direct or indirect, with either victims, and he is not to trespass on any of the properties of Bates College," said Gerard Baril, commander of the Lewiston Police Department.

"If he violates any of those conditions he is subject to arrest in violation of those bail conditions. He has not been successful in raising the \$5,000 in bail as of Wednesday evening," he continued.

"Given his history and psychiatric profile, the experts tell us that it is highly unlikely he is a risk to the population at large," Branham said. "One can never be



Former student Mark Maguire.

Photo courtesy of Bates College Security.

certain about things of this nature and we wanted to take precautionary measures to warn and protect the campus as best we can."

John B. Cole, legal counsel to the College, agreed that the risk is largely limited to the two deans but said that a risk to the campus does exist.

"The college is concerned about certain statements [Maguire] has made that seem to suggest that ... there might be a risk to Dean Carignan and Dean Branham—there is always that concern to do harm or people

around him," Cole said. "When one person [is] at risk other people can be at risk. The college is doing everything it can to ensure the safety of everyone on campus."

Johnson added that, in order to secure safety, Maguire is being deterred from returning to Bates' grounds. "He would have that option to return to campus, but there will be a restraining order to prevent him from doing that. But he may not obey and return to the campus but if he did violate the restraining order, he can be arrested on sight," Johnson

said.

A new security alert, containing additional information and an updated photograph, was issued and posted throughout the campus yesterday. In the alerts, Security asked anyone on campus who happens to see Maguire, should he post bail, to report that information immediately to Security.

According to Security, the individual arrested in this incident should not be confused with alumnus Mark P. Maguire '95.

The second security alert came in regarding a report of someone masturbating in the Ladd Library at approximately 11:30 a.m. last Saturday morning. The person was gone by the time Security arrived and has not yet been located at press time.

According to Security, further investigation of this incident has revealed that a male flasher was seen in the same vicinity approximately two weeks earlier; however, this incident was never reported to Security.

Bowdoin College, located in nearby Brunswick, ME, has also been plagued by a person who publicly exposed himself and masturbated in its library.

"We are following up some similarities between Bowdoin's cases and our cases. We are reviewing their case file but we have no suspects at the present time," Johnson said.

■ To acknowledge World AIDS Day on Dec. 1, Bates College and the AIDS Coalition of Lewiston-Auburn have decided to host a series of campus events over a three-month period, aptly named "Shared Rights, Shared Responsibilities — Understanding AIDS: Compassion, Education, Justice."

The series includes a keynote address by author, AIDS activist and researcher Dr. Paul Farmer, who has bases his practice in rural Haiti. Farmer is also an assistant professor in Harvard Medical School's social medicine department, and an infectious disease fellow at Brigham and Women's Hospital in Boston. His event-commencing lecture will take place on Nov. 30 at 7:30 p.m. in Chase Lounge.

On Dec. 1, the Names Project, highlighting the AIDS Memorial Quilt, will be held from 9 a.m. to 9 p.m. in the Gray Cage. The quilt will be unfolded in an official ceremony at 6 p.m. That same day, in Chase Lounge at 7 p.m., the Names Project Presenta-

News

Notes

tion, comprised of an oral ceremony including singing and speaking, will take place. During the presentation, names of individuals who have died from AIDS will be read and added to the quilt.

The Names Project will extend to Dec. 2, from 10 a.m. to 10 p.m. in the Gray Cage. Throughout the day, information tables will be set up in the Gray Cage. An AIDS-related video series will be shown from 10 a.m. to 1 p.m. and from 6 p.m. to 7:30 p.m. in Chase Lounge.

Also on Dec. 2, the College will host an alumni roundtable discussion with professionals and activists in the HIV/AIDS field at 1:30 p.m. in Chase Lounge. A second panel presentation, "Living with AIDS," sponsored by the AIDS Coalition of Lewiston and Auburn, will directly follow in Chase Lounge at 3 p.m.

Ending the day, Michael Foley '89, a dancer with Randy James Dance Works, will offer a special dance performance at 7:30 p.m. in the Gray Cage.

Information tables will also be set up in the Gray Cage on Dec. 3, from 10 a.m. to 2 p.m. Just off the Bates campus, World AIDS Day observance will be held at 7 p.m. in the First Universalist Church, 169 Pleasant St., Auburn.

■ Interested in studying abroad outside of Western Europe, Canada, Australia and New Zealand? You might be eligible for a National Security Education Program scholarship. The program, established by the United States Congress' National Education Security Act of 1991, provides resources for academic scholarships and fellowships. Contact Dean Sawyer for more information.

Educational Policy Committee recommends curriculum changes

by Kara Peters

After three years of deliberation, the Educational Policy Committee (EPC) has submitted a proposal of recommendations for changes in the College's general education requirements. The proposal represents the culmination of a series of campus discussions and an examination of the general education requirements at a number of different institutions.

The committee has held several open meetings for students and faculty within the past month to garner feedback on the draft report. According to Associate Dean of the Faculty and EPC committee member John Pribram, the committee hopes to put the proposed changes into legislative form by the beginning of next semester.

"I'm picturing that we'll have the legislation ready for discussion at open meetings in January, before February faculty meetings," said Pribram. Criticizing the poor attendance at the student open meetings, Pribram remarked, "We won't hear a lot from students until we have the legislation ready, even though we've been talking for the past three years."

The new proposal recognizes the "arbitrariness of divisional boundaries and proposes that general education fulfill certain curricular goals." In accordance with this aim, the committee recommends that the "cluster" requirement be dropped. In lieu of a cluster, students would be required to take one course in mathematical theory, analysis, modeling or statistics; one course in the history, theory, or practice of the

fine or performing arts; one course in the study of literature; one course emphasizing social or behavioral, theory, methods or analysis; and two courses in multicultural analysis, one focusing on the United States and one concentrating on societies elsewhere.

According to Pribram, both faculty and students were united on the decision to eliminate the cluster. "No one likes the cluster," he said. "It seems artificial, and it is not a good way to get coherence into courses. What seemed to be a great idea in theory doesn't seem to be working in practice." The committee hopes that the proposed change will foster a sense of the connections between courses.

The multicultural component of the proposed change received a great deal of discussion time during both student and faculty meetings. While students and faculty were generally in favor of the requirement itself, both groups voiced questions concerning the clarity of its structure and implementation. Concerns include who would decide whether a course should be labelled as multicultural, how one determines cultural competence, and whether or not the College can support such a requirement

with existing faculty.

Committee member David Lieber '98 remarked that many students were worried about the faculty's capability of teaching multicultural courses. "There seems to be a general feeling that faculty need to be aware of the

complexities that go along with these issues. For example, a number of minority students were upset about continually being asked to represent their race in class discussions," said Lieber. "Generally, minority students believe that professors of-

ten lack the knowledge of basic facts about the minority population."

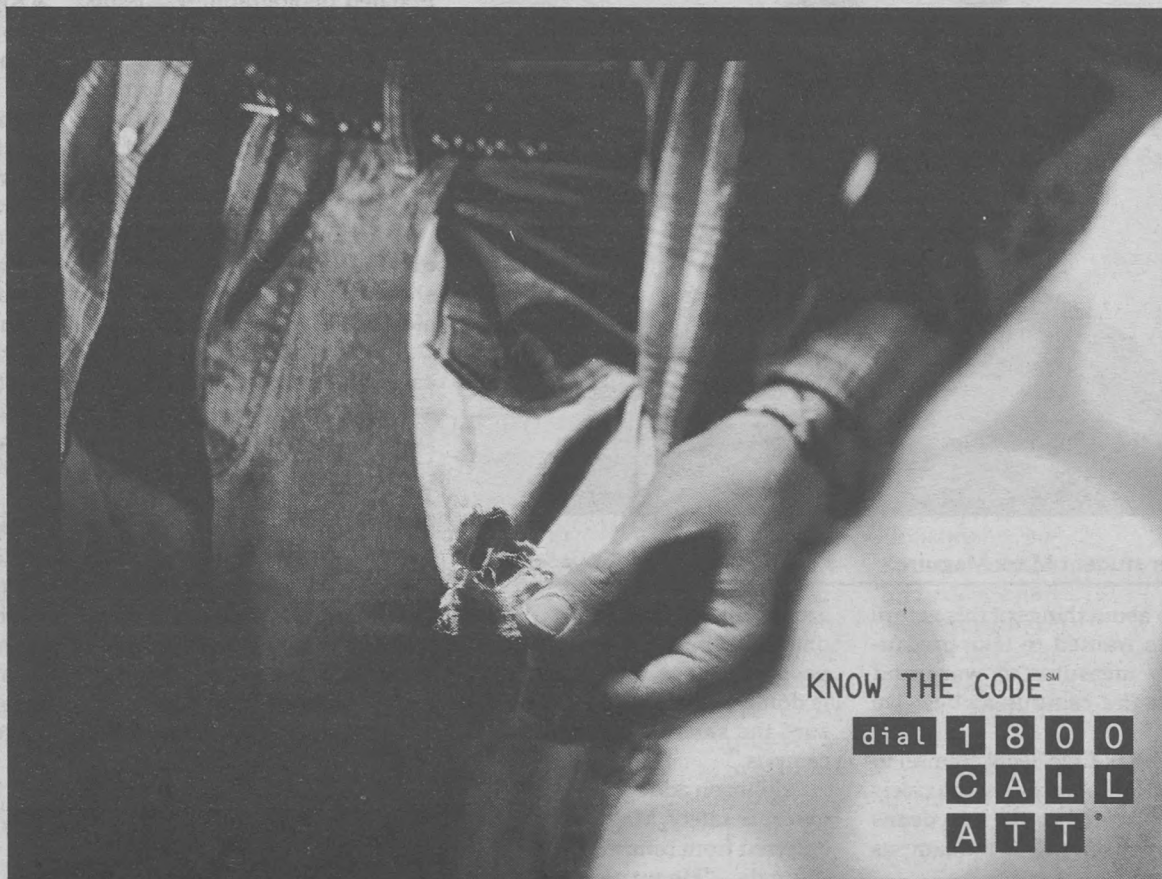
In addition to the changes regarding the cluster requirement, the committee recommends that all students be encouraged to satisfactorily complete a first-year seminar during their fall term. The faculty member teaching this course would also be the academic advisor for the students enrolled in this seminar until they declared their major fields.

This proposal aroused a number of concerns from faculty, some of whom felt that such a requirement might create courses that are too discipline-specific and would necessarily have to count toward a major. Both stu-

"No one likes the cluster. It seems artificial, and it is not a good way to get coherence into courses."

Dean of the Faculty and EPC committee member John Pribram

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Students invest hours of their education educating others

Continued from Page 3

forced that I really do like junior high kids," she said. "I like their energy and enthusiasm. They're caught in between [elementary and high school students]. They're not little kids, so they don't get the same attention, and they're not high school kids, so they don't have the respect."

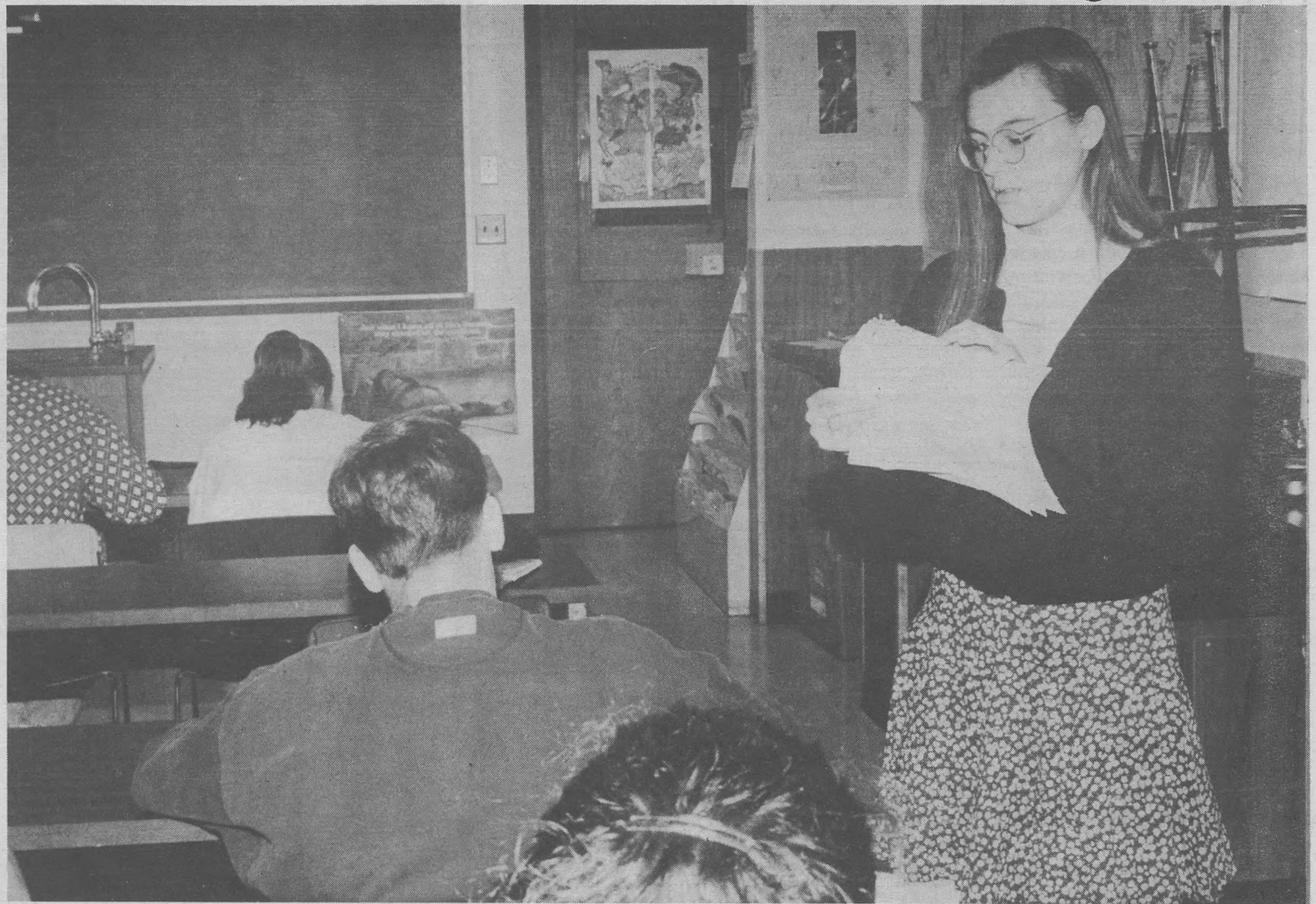
Farag designed her own major, the Education of Psychology, which incorporates history and sociology courses in addition to education and psychology ones. She teaches social studies and history to two different, tracked classes at Auburn Middle School; one is gifted and talented, the other is regular-level.

"Both groups are a lot of fun," Farag said. "I'm getting to know the kids, to know their quirks — and they're getting to learn mine. I'm excited to be there through April, to get to know them through the course of the year."

"For me, all along, every education class was just a step forward until senior year, when I'd be teaching," she said. "I've really, really enjoyed my classes. It's so nice to have a faculty that'll be there."

Juggling her student teaching, classes and a baby-sitting job, every day is full for Farag until 5 p.m. Because of her commitment to student teaching, she had to prioritize her activities, consequently giving up her job as a SACC educator.

"Being so tired and being so stressed," Farag said, is a fact of



Theresa Evenson collects papers from her biology class.

Paige Brown photo.

life. "[I am] wondering how I am going to write a chapter for my thesis, to get these lesson plans done, to do the reading for my class..." she mused.

Although giving so much of her time undoubtedly draws energy from Farag, she in turn gains

energy from what she is doing. Although she is frustrated with aspects of education — its lack of support, teachers who teach one way out of habit, without necessarily thinking about their traditional methods — she plans to stick with it.

"I see myself teaching for a few years, then going back to school for my master's in education and social work," Farag said. "Then I'll teach some more, and probably get into guidance, but — who knows?"

■ Incorporating fieldwork into biology

"Describe your favorite place

Continued on Page 8



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Students revel in teaching

Continued from Page 7

outdoors, where you like to be when you're alone," instructs Biology major Theresa Evenson. This is a typical assignment for her college preparatory class.

"I'm teaching tenth grade academic biology at Lewiston High School," Evenson said. "I love it. It's one of the best things I've done at Bates and a good way to end my senior year. The education department at Bates is great."

Evenson prioritizes her students' general knowledge of science and environmental awareness above the rote memorization of facts. During the 80 minute class period, she combines labs and discussions.

"I learned a lot of my teaching approaches from teaching at Summerbridge," she said, also citing the influence of her mom, who is also a teacher. Summerbridge programs exist across the United States; Evenson taught in her hometown of San Francisco, in Portland, Oregon, and in Manchester, New Hampshire.

During these summers, she designed a curriculum for and employed hands-on techniques to teach small groups of public school students "study skills ... skills for life. There is so much you can't give to those kids ... they don't have the opportunities," she said. But for seven hours, Evenson gave as much as she could as an educator. That remains unchanged at LHS.

Upon graduation, Evenson "wants to teach freshman science, environmental studies. I want to incorporate fieldwork, to integrate everything." She credits her senior year high school science teacher for showing her how everything is connected and for turning her back on to science after a horrible year of freshman biology.

Ideally, Evenson would like to teach in the Northeast or the Northwest. Whatever happens, though, she commented, "I think since all of us who are students [at Bates] are ahead of the game ... in public and private schools. I think that [our student teaching experi-

ence] will be really advantageous to us."

■ Extracting students' creativity

The past two years have been rather hectic for Jason Toluba. "I was originally a chemistry major, then I dropped all of my chem classes and switched to English and education," he said.

Moving from one academic extreme to another has forced Toluba to focus exclusively on these two departments. He teaches a group of 12 ninth graders reading and writing skills (at the fifth grade reading level). His students differ in their maturity levels, their physical sizes, and largely, by gender, he said, with the boys outnumbering the girls three-to-one.

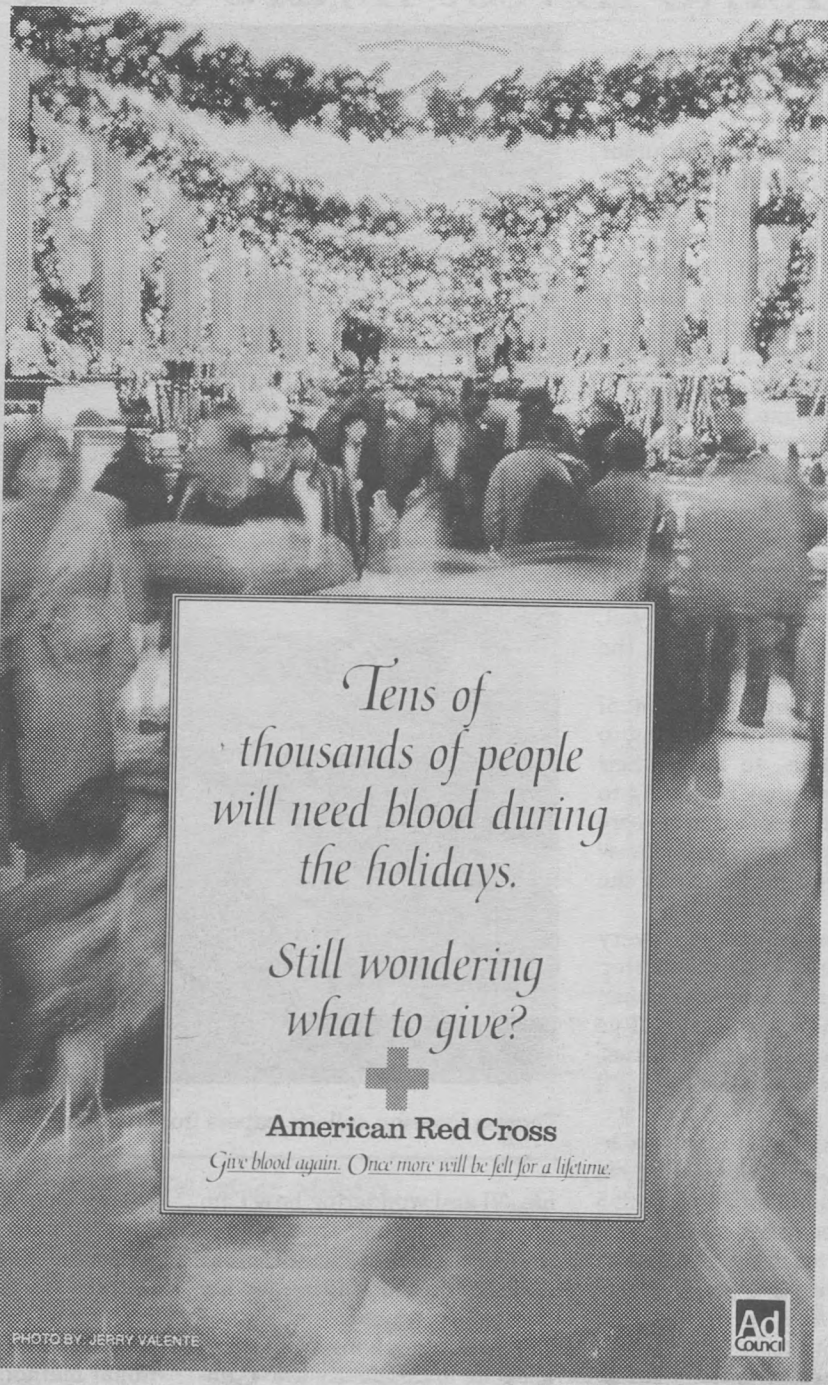
Toluba wants kids to read, write and use their thinking ability, not to learn a lot of knowledge that they would in turn regurgitate and easily forget.

"I find they like to read aloud. It's really easy for them. I've tried to get them to bring in outside source materials, and I try to get them to express their feelings and experiences," he said. But his attempts are admittedly struggles with the students with whom he is working, since they are unorganized and do not have mastery of the skills that their same-age peers generally have.

"It's still something I am trying to get a hang of," Toluba said. "I feel that they can learn from each other as well as just from me." He advocates student learning through experience.


"I'm passionate about what I'm doing because I came from a rural high school where I just sort of had to wade through crap, learning more about knowledge than skills," he said. "I want to teach because I want to change that trend. The most important thing as an educator is to teach kids critical thinking skills ... with an open mind, to [enable them to] see where everything is coming from."

After graduation, Toluba intends to go into the Peace Corps after the summer, which he plans to spend teaching English in Taiwan to support himself.



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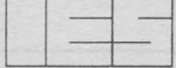
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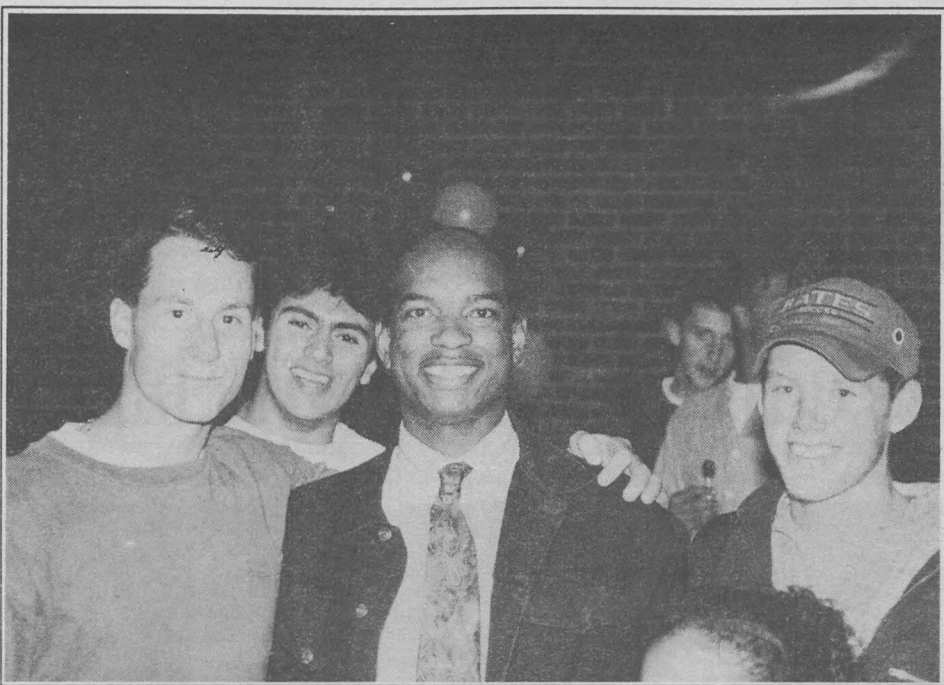
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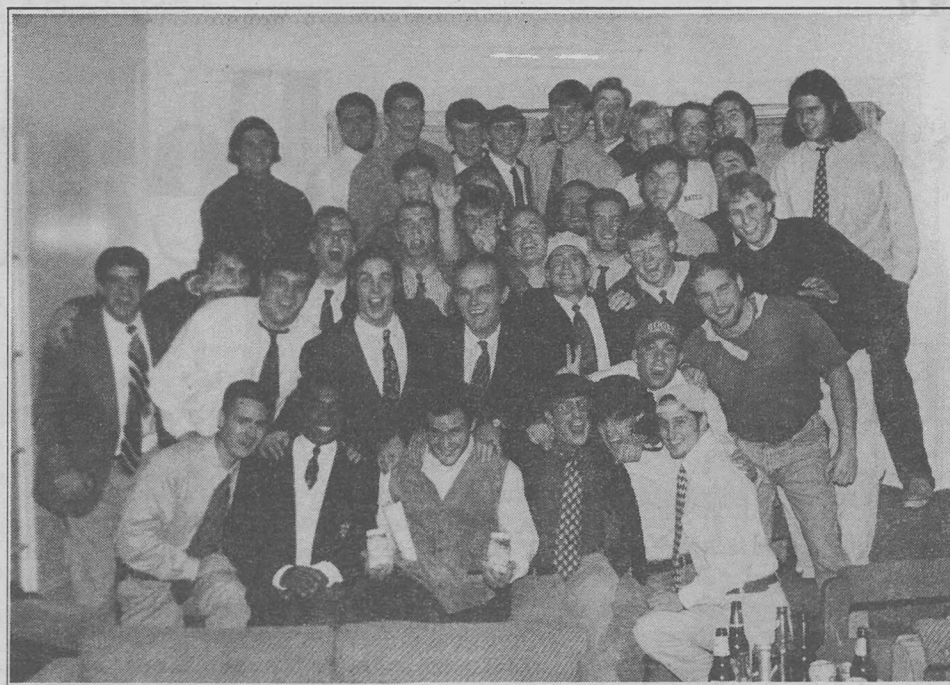
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CORRECTION

In last week's Student, the author of "After the game: Pent-up emotions erupt as chairs fly, fire ignites" made an incoherent assumption about Security Officer Sherri Brooks' sentiments toward campus destruction.



Dean of Students, James Reese celebrates his birthday with Joshua Feissner '97, Justin Weisser '97 and Thomas Tadros '97.



The Bates Men's Rugby Club gets together for an informal gathering.

Bobcat Buddies: Pick of the litter

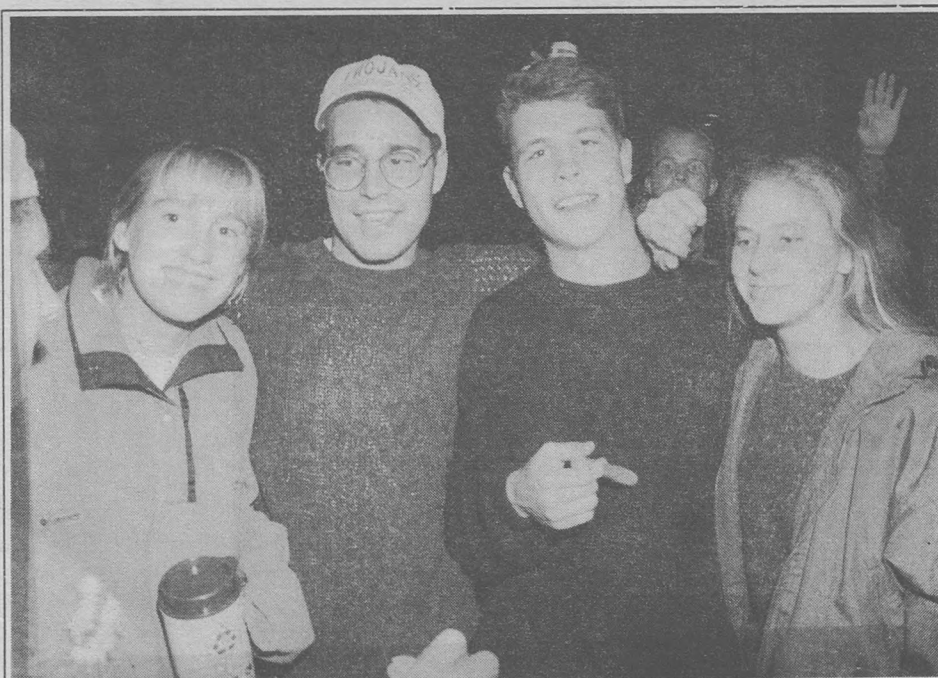


Georgia Churilla '97 and Courtney Scott '97 rock the vote.

A photo essay by
Alex Hahn '97



Senior sticksters Kendra Phelps, Allie Bruch, Shilo Hutchins and Megan McGrath stick together on and off the field.



Adams residents take some time out of their busy schedules to roast some weenies.

Features

From books to flags, a class can be a foreign land

By Jeremy Brenningstall

For those of you that don't know her, Natasha Tsyganova is a Russian native spending the year at Bates, teaching classes in the Russian department, and studying education and psychology. She hails from Orel, a small city five hours south Moscow. She received her undergraduate degree in Linguistics. On Wednesday, Features Editor Jeremy Brenningstall met with her to discuss the comparative characteristics of Russian and American educational policies and philosophies. As the Den was closed, they met in the scenic venue of Ladd Library.

JB: What are some general differences you've noticed between the educational systems in Russia and the United States?

NT: The biggest difference the way I see it is that the schools here are so diverse. You can find public schools, private schools, trade schools, pretty much anything. Whereas in Russia, things are the same. The curriculum is the same for each school, there's a national curriculum.

I saw some elementary schools and I was kind of surprised. You come into an elementary school here and it looks so relaxed and informal. Kids eat in class, which I thought was kind of strange.

Has the national curriculum changed at all recently?

Not much. They started tracking kids according to their abilities. That's relatively new.

How do the textbooks used in Russia compare to those used here?

The textbooks they use are pretty much the same everywhere. They don't have as many

pictures in them, they're colorless, kind of black and white.

What is the classroom atmosphere like?

Most of the classrooms are made up of three rows, with 30 people in the class. The kids stay with the same group of kids all the time—all the eleven years usually.

I think it's more strict. I can't imagine eating in class or standing up and going somewhere. When you answer a question in the classroom, you usually stand up.

What was it like to be with the same kids all through school?

I actually like it. We grew to be like a family. If you like the kids in the class, you grow to be pretty close. On the other hand, if you don't like the kids in the class, it's kind of a pain.

Is there any difference in the way students choose academic paths or careers?

We don't have liberal arts [as they do in the United States] yet. When you go to college, you have to know what your major will be ... I entered the English department of the university. You don't

every classroom I saw here they have an American flag. I've been trying to find out what the point of doing this is. Probably because we had so much ideology when we were in school, I just don't like ideology as much.

People start tracking here so early, like kindergarten, and kids get labeled. I don't know how good it is.

How does testing compare in the two countries?

People have got a negative attitude to testing here. When everybody studies the same, the tests are also the same. What's funny is there is so much cheating going on in Russia. Cheating is like a whole art.

What about the structure of the courses?

Usually, you have lectures the whole semester and some tutorials. You have to

be ready for tutorials because they ask questions, but for lectures you don't have to do anything [in terms of preparation or necessary background reading]. Then you have three to five days to prepare for exams. The exams are oral mostly, and so [they] depend a lot on how much the teacher likes you.

How is the relationship between students and the outside world?

choose any classes ... you just look at the timetable and look and see what you have.

Even in college you stay with the same group of people. College is five years as opposed to four.

Once you're in, they divide the people by groups and you stay with that group. If you are a first-year, you stay with the first-years all the time...

Something I noticed is that in

Here everybody talks about the Bates Bubble. I really feel isolated. It seems like Bates is outside the real world. In Russia, things are situated in large cities. They don't really have a campus. So you're exposed to the real world more than here.

Is there any difference in the motivations for students to attend school?

It's really funny. I don't understand what motivates people in Russia to go to school, because you don't really make any more money than if you weren't in school. Here, when you are going to get a job, people are going to look at what school you went to. In Russia, half of the students don't go to high school, because they don't really have to. They can go to vocational school and just get a profession and start working.

What do you think about that sort of system?

I don't think it really makes sense. I think the more education you have, the better your job should pay.

What do you think about the idea of having the freedom to choose which courses you'd like to take?

I think it's very nice. You have certain requirements that you have to do, so you're not that free.

On the other hand, there are a lot of people that graduate from here and they don't know what they want to do with their life.

How do the hobbies and interests of students here compare with those of students in Russia?

One thing I noticed is sports is such a big thing here. Like remember this football game here when Bates won. It was such a big deal.

How does the presence of a campus lead to a different environment?

It's a whole different feeling. It's like a little artificial town where everybody is young and has the same interests. It's interesting. I find it really interesting—but if I had to choose, I'd probably go to college in a big city.

What do you like about being in a big city?

All the stuff going on. There's more diversity.

I really like being here for one year and experiencing all this stuff, but when you live in campus, then college is all your life. When you live in a city, it's like the college is part of your life, and then you have some other stuff.

What are some things that you've noticed are different about the U.S. approach to primary and secondary schooling?

Our schools have eleven grades. All kids stay in the same building. I was surprised to see here elementary school was kind of separate [as are the junior highs and high schools].

Do you think that any unity is lost in that separation?

Yeah. When I was a first-grader, I saw all those ages of kids. You probably see what you're going towards.

How is the technology in Russian schools?

There is no technology. All of them were public, and they had a very small budget. I think all of it went into repairing the school. My school doesn't have a single copy machine, which makes things very difficult.

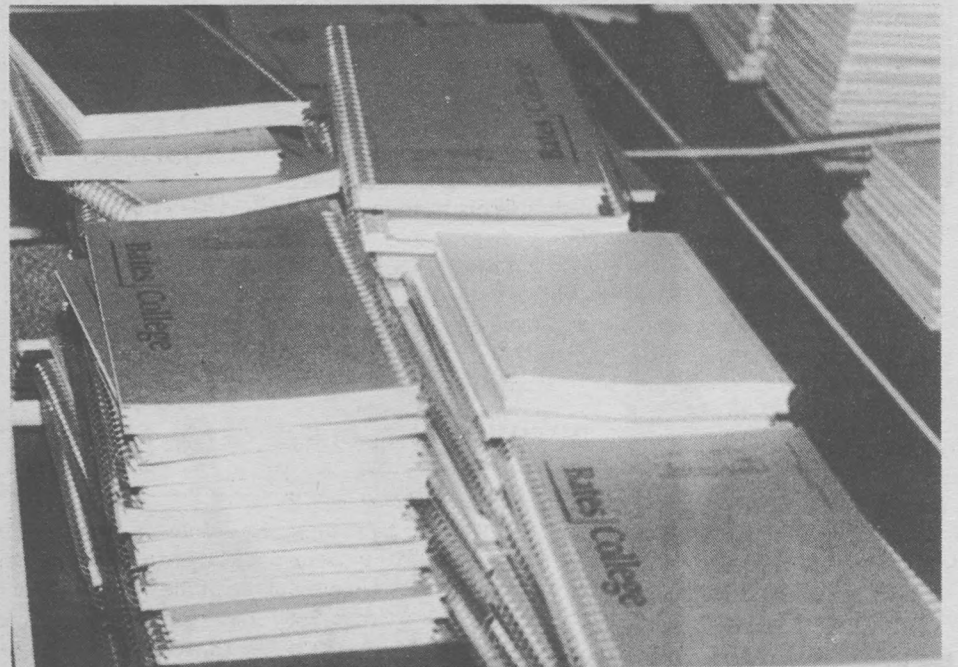
Some schools have some computers, but they're usually locked. The kids don't really have access.

Here we're in sort of a bubble, and a bit out of touch. What do you think about the general state of affairs in Russia today?

I try not to think about what's going on there because it's so sad. I'd like to be optimistic and say we're doing bad now, but in a few years we'll do really well, but I don't really feel like that. I still hope eventually it will be like that, but by that time, I'll probably be retired.

What do you think is in the way of progress?

It's the whole history, not only the Soviet days. It seems like Russia never really was a happy place to live in. □



Alex Hahn photo.



Alex Hahn photo.

If you need a break, jump ship, take off for sea

By Theresa Evenson and Kelly McDonald

Imagine... living with the same people you go to class with every day; studying four different fields that are inextricably linked by the sea; travelling to opposite ends of the continent; having full access to the largest museum of maritime history in the world 24 hours a day - and loving every minute of it! We sit here this windy icy evening to tell you our tale of the best semester of our college career, in Mystic Seaport, Connecticut. Now, Connecticut may not sound like the most exciting place in the world - but life at the Williams-Mystic Maritime Studies Program opened up a new world of maritime life for twenty-two students.

Theresa and I were on two different semesters at the W/M program, and didn't know each other at all before our semesters. Being in the program created an incredible bond of friendship between the two of us. Our experiences at sea, travelling to the West Coast, our field seminars on Nantucket and New York City, and, most importantly, life at Mystic provided material for years of stories from the two of us. We want to tell you a few of our favorites. So sit down and relax, and try to imagine yourself away from comfortable Bates life and instead living in a small cozy house with peers from colleges around the country.

There are four houses on what passes for campus. They're scattered around the outskirts of the Seaport, and house between

four and eight students. Remember, these are your houses - you clean it, you cook all the meals, you go shopping, you... have a ball! For me (Kelly), this style of cooperative living was the best possible example of how this program worked. All of us go to the same classes and share mutual interests. This means that every evening, each person in the house

is working on the same assignment for the next day. This "coincidence" brought about some of the most remarkable intellectual conversations I've ever had. Over dinner, we would discuss that

day's otter trawl or we would debate the latest issue in Marine Policy related to the closure of the George's Bank fishery. Later on that night, as a study break, we would wander into the Seaport and play Ultimate Frisbee under the dark towering masts of the whaling ship, the Charles W. Morgan.

Living in a house and studying at Mystic is simply one portion of the program. One of the most important aspects of the program is the amount of travelling and studying in the field we get to do. Theresa's semester spent two weeks on board the research schooner SSV Westward. Her story follows...

We spent two weeks in the

stormy North Atlantic. The second night out we were on evening watch, from seven until 11. Watches, remember, are stood twenty four hours a day, sailing or docked. Most of us lacked any significant sailing experience (ok— we were all clueless) and were told to "go out on the bowsprit and furl the jib and the jib tops'l." Our first reaction? We

have to go hang out over the crashing waves?? So we're out there hooked into the rigging with safety harnesses because the bowsprit is moving through a twenty five foot arc. Our legs are being

immersed in the waves at the bottom of every arc. Not really all that scary. Nah. To furl those two sails, crew on deck have to pull on the downhulls to bring the sails to us. Then we have two huge, wet, flapping pieces of canvas that weigh a hell of a lot and the mate is yelling at us to fold them up in some orderly fashion and tie it down. This means, of course, that our hands are on the sail and not holding on for dear life. It was great! We did it, of course, but crawled back on deck shaking with fear and excitement. These challenges epitomize what faced us on this trip. We had to push ourselves beyond our limits in order to complete the necessary tasks involved in sailing a schoo-

Mystic is an experience that can hardly be summed up in a short newspaper article



Kelly McDonald photo.

ner. Each one of us faced challenges of our own and grew through those ordeals.

Mystic as an experience is something that can hardly be summed up in a short newspaper article. Encounter any Williams-Mystic alum and they will tell you stories for hours about their incredible semester. Although Connecticut isn't that foreign, the value of this program lies in the true interdisciplinary nature of the curriculum and the closeness of the students, faculty, and staff. Everyone is connected to the sea,

and that common love that binds each of us has fostered and will continue to foster wonderful friendships and encourage mutual experiences. Coming back to Bates, both of us will always look forward to returning to Mystic and seeing the incredible friends we made during the all-too-short semester.

For information about Williams-Mystic Maritime Studies Program give Kelly or Theresa a call, or get in touch with the program: P.O. Box 6000, Mystic, CT 06355. Telephone: (860) 572-5359

In an orange crate, grocers take the final leap

By Jeremy Brenningstall

There was a pitter-pattering of little feet, the geese were clucking away, and there'd been a holdup attempt at noon. It was not an unusual day at Jed's General Store. Returning his shotgun to its mantle under the counter, Jed turned and said to me, "Perhaps today we ought to travel to outer space."

Now, I hadn't really given it much thought before, at least not this early in the afternoon. But, seeing as there wasn't much playing at the movies and I'd already finished that week's issue of *Field and Stream*, it didn't sound like a bad idea. I turned to Matilda, the bag lady, and said, "What do you think?"

"I think about the regularity of sugar-phosphate backbones."

"And of space travel?"

"Less regular, but necessitating the exudation of a greater degree of patience. On the whole, more cubist than expressionist, more expressionist than cherry soup, like particular physics, only in a different dimension. A box without sides, or sides without a box. I guess it depends on how

you look at it."

"What?"

"In space, time is eternal. You know that, don't you? Much like a Stephen King novel, it just seems to go on forever."

I tried to picture forever in my mind, but was unsuccessful. I

must have gone to the wrong school.

"If time is eternal," I couldn't help but help but ask, "then what does it say on your watch?"

Matilda glanced

down. "A quarter after two," was her reply, after a few moments of thought.

"Oh," said Shirley Temple who was walking by with a can of Coke. "That's a good deal."

I didn't think so, since with a little foresight one could buy a 24 pack for five dollars, but I kept my silence. Loose lips sink ships, and I didn't want to have another look at Ed Harris and a roll of duct tape. Instead I simply remarked, "Do we have any of that cheese that Saint-Amant had? Forgotten lunch breeds melancholy, and I've got too many syllables already."

"But we have space!" said

Jed, indignantly. "Lots of space, in fact."

"Where?" I asked. With all these chocolates and punctuation marks, I didn't see how there could be much space for anything.

Without saying a word, the taciturn gunman turned towards the frozen foods and pointed to the sky. He looked comparable to Clint Eastwood in *Unforgiven*, or Charlton Heston in *The Ten Commandments*, or John Belushi in *Animal House*. He looked Godly in a way, only with a deeper voice and no thunder. We just looked kind of puzzled.

"Do you mean, like, the moon?" said Matilda.

"No," Jed said, as one does. "I mean space. Outer space."

That cleared it all up, like a fog in a steamer. I turned to Jed, "Do you mean now, or after business hours?"

"HOURS? Don't you understand?" He shouted. "Time is meaningless! We have posterity to think about! Posterity doesn't hold office hours, and if it did, it would certainly not be ones that are posted on a peeling painted slap of ill-digested wood."

I looked at the door. It did look like it could use some work. I thought about Gregor Mendel and his peas. I thought about the peas I had for dinner last night. And I decided. Having missed

Pepper the first time, I didn't want to miss him again. "When do we start?"

"Why, it's obvious," said Matilda. "He intends to start as soon as the popcorn comes out of the microwave."

And that was that. Pulling

out the crates of tangerines, Jed took them out and rolled them down the aisles. "I always wanted to do that," he said with a big chubby grin on his face. Next, he took out the popped corn and replaced it

with a big bag of potatoes. "Idaho's premium," he said proudly. "We only serve the best."

Hopping in the crate, we pulled on watermelon shells for helmets, and grabbed a hold of the sides. "All systems ready," said Matilda. Jed stuck the microwave on high.

Five, four, three, two, Boom! And we were off into space.

We'd been up there for a while, and were approaching Pluto, when it suddenly dawned on someone to suggest: "And how do we turn back?"

And suddenly, I wished I

had some duct tape. I missed the sounds of the geese clacking. I missed the movie theater that didn't play anything not out on video. I missed watching Jed bang customers over the head with plastic bottles. And I said, "How do we turn back, Jed?"

"Oh," he said. "That is simple. We simply need to find the time. Five minutes at most. That's all we need."

But the minutes had deserted us, leaving behind only the

memories. Time flew on by, too quick to grab on to. The solar system fell behind us, and we had only the journey to look forward to. Or behind. It all depends on how you look at it, and I was looking at it from the inside of a tangerine crate. With a decent view.

So it was, so it is, so it will be. For eternity. Or at least until we crash. If I get a chance, I'll send you a postcard.

Jeremy Brenningstall may be abroad next semester. He may be in another country as well.

Forgotten lunch breeds melancholy, and I've got too many syllables already

Forum

With new requirements, we'll need the help

Sure, abolishing the cluster requirement was the glamorous proposal put forward by the Educational Policy Committee. But just as important could be their proposal to radically alter Bates College's generally abysmal first-year advising program.

The EPC recently recommended that all students be required to complete a seminar during their first semester at Bates. The professor of the class would serve as each student's academic advisor. Such a requirement would necessitate increasing the number of First Year Seminars from 16 to 40 per year. Each faculty member would be asked to offer a seminar, and serve as an academic advisor (a two-year commitment) once every three or four years.

The advantages to such a program are obvious. Linking academic advising to classroom experience would give both faculty and students a formalized opportunity for greater interaction. Having chosen the class, students would have some interest in the material of the class, serving as a starting point for forming an intellectual relationship with their academic advisor. Ideally, faculty members would necessarily have a personal investment in the academic growth of their advisees, while students would grow to trust the advice of their advisor.

Editorial

First, this is a costly proposal. Adding 24 new classes to the Bates curriculum would require either hiring new professors or cutting classes. Adding professors seems extravagant during a time of decreasing federal funding and rising tuition costs. The additional costs would run close to an extra million dollars each year. And which classes at Bates are extraneous? And why are we teaching them now if they are? The interdepartmental battles over this issue will be fierce, and serve to further divide the professoriate.

Finally, when the College links advising to teaching certain difficulties naturally arise. Student who are doing poorly in a class often are reluctant to approach their professor. If a student does poorly in their first-year seminar, however, they will now be cutting themselves off from their advisor as well. Similar difficulties are posed when personal problems develop between the professor and the student.

The main issue may be the cost of the proposal. This may be an idea whose time has not yet come, due to lack of available resources. Are a million dollars per year best funneled into academic advising, financial aid, or the endowment? Revamping the academic advising program in this manner becomes particularly problematic with the availability of an inexpensive peer-advising program, a proposal also endorsed by the EPC. Two to five students from within each department would be chosen by the department heads to supplement the current advising program. They would act as contacts and advisors for any student who had questions regarding classes, professors, requirements, etc. for each particular department. In a time of economic insecurity, this proposal seems to serve the students best by providing the insight for student from both faculty and peers, while creating more jobs for students.

The Bates Student

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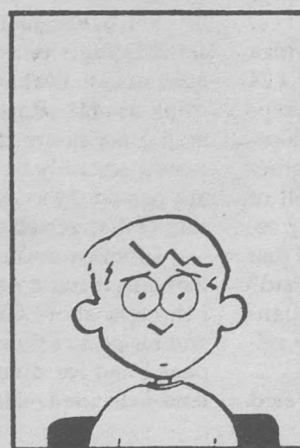
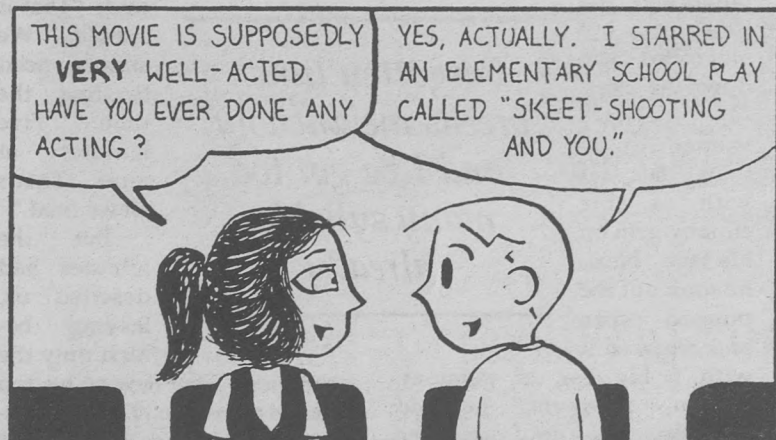
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The College Days

by Greg Stones '96



The importance of roots within mall culture

by Eric Stirling

I have a story to tell. It's not a story awash in statistics indicating impending environmental doom. We hear far too many of those every time that we turn on the TV or pick up a paper. No, my story is about place, it's about awareness and, above all, it's about roots.

Looking on any detailed map of Maine you'll notice a very distinct pattern of settlement. Most of the northern part of the state is devoid of towns and numbered state highways. Instead, you'll find a fishnet pattern of townships and a cobweb like network of logging roads. Looking closer you'll see streams and rivers, mountains and lakes, trees and bogs, moose and trout, and yes, people. A very small number of people, my family included, choose to live in the relative isolation of Maine's Northern Forest. Living so close to so many ongoing natural communities, it would be difficult for a person not to learn of the seasonal patterns and interdependence of biotic systems through direct interaction with them.

In 1980, I turned five. Up until that point in my life, I had looked upon the environment where I lived, the pond, the forest, the moose, as something that changed constantly, but always in cycles of regeneration. During that same year, the lines were drawn for what would become the most radical transformation process in my life, and the lives of the organisms inhabiting my home region. Forces in the marketplace were calling for more wood fiber, more board feet of lumber, and a higher return on investments in paper company stocks. In came the bulldozers, in went the roads. The woods echoed with the roar of machinery and the whine of chainsaws. I walked the lines of bright pink ribbons that circled the areas marked for the saw, noting the trees that would fall and trying to imagine what the land would look like when the trees were gone.

Often times I stopped and talked with the loggers and road builders, many of whom I knew from the local community. When I asked them how big the clearcuts would be, how long they'd be cutting, they never knew. Their instructions came from the regional office of the paper company, whose foremen answered to the demands of the mill, whose managers took orders from the boardroom, which was in the business of profit maximization. At my age I had little idea of what they were talking about, so I took their sugar-coated donuts and just kept walking.

The years went by and the clearcuts grew in size until the only places that still remained uncut were along the edges of streams and ponds. Cycles were upset. Moose, who thrive on the

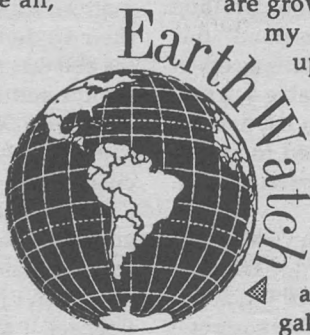
saplings that sprout after an area has been cut, multiplied like crazy and now they're eating unsustainable amounts of aquatic plants from the bottom of our pond. These are the same plants that insect larvae need to live in, and these insect larvae feed the trout population. The clearcuts are growing back. From my camp I can look upon acres and acres of neat little rows of red pine. On calm mornings in late summer you can hear the Huey helicopter thumping away as it dumps gallons and gallons of herbicides on the

plantations to control economically undesirable tree species. You'd swear you were in a war zone. In fact, you are.

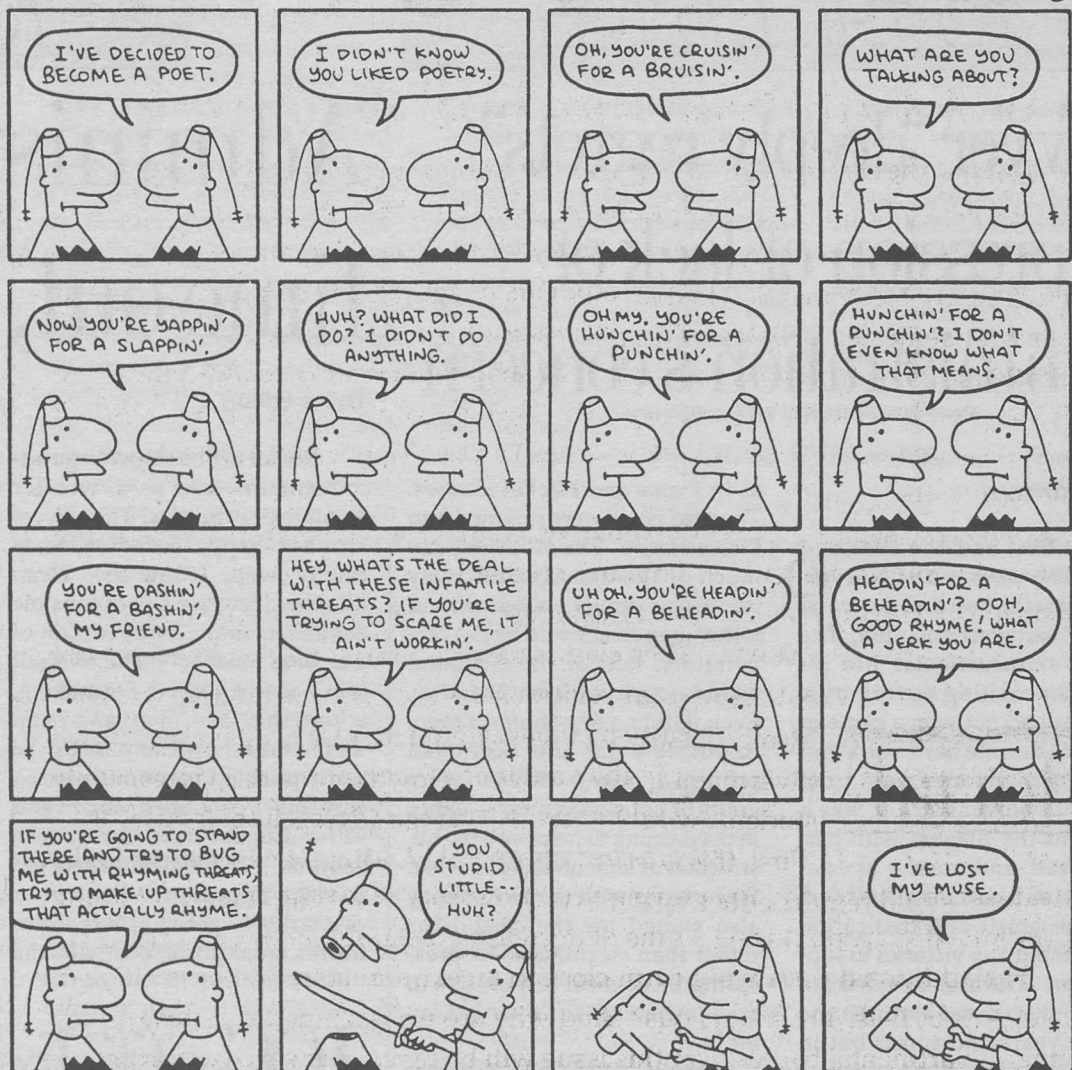
In my home township, and in places like it all over the world, there is a linear transformation of unimaginable proportions being forced upon the natural environment. How, I often ask myself, can the people in the boardrooms of the multinational corporations, those same people like me who are majoring in economics, make operating decisions that are so fundamentally destructive to biotic communities in the name of profit maximization? A major part of the answer lies in our past, where we came from, literally our roots.

In a world of ever increasingly commodities, how many people know their home region (if they have one) by its natural endowments and not by where the institutions of entertainment exist. Malls, football fields, movie theaters, all of these are standardized forms suitable for reproduction at any location big enough for their construction. Who cares if a mall is torn down? Who cares if you move? There are plenty of malls across the land. With this kind of conformity, anyone can go anywhere and experience the same things they had in their former location. No roots necessary. The individual is free. Free from the responsibility of being environmentally aware. We are a rootless society, we live our lives surrounded with material wealth accumulated from natural communities all over the world. We care little about the lives of those our economic habits displace, not because we are a mean spirited people, but because we live in a society that encourages rootless behavior. If we have little connection to place, how can we empathize with those who do?

During summers and vacations I return to my home. I watch from my window as the consumers come and go in their gas guzzling 4X4 sport utility vehicles. They ask me again and again why the trees have been cut, why the once diverse hardwood forest is now a pine plantation. I explain the rational economic theory as it's been taught to me. They almost invariably shake their heads in half-shame, climb back into their machines, and venture elsewhere.



LIFE IN HELL



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Letters TO THE EDITOR

"75" a reason to step off the P.C. bandwagon

To the Editor,

We concur that most of the material in the e-mail "75 Reasons Women Should Not Have Freedom of Speech" is in bad taste. However, we disagree with Cornell's decision to discipline the involved students and we differ with the less than rational reactions that this list has provoked within the Bates community and throughout the community.

Punishing people for what they write or say is a dangerous precedent to set in an age when our personal freedoms are constantly threatened by both the religious right and the politically correct left. Where was the political left when Tipper Gore was lobbying Congress to place parental warning stickers on offensive rock and rap music — are misogynist words somehow less

offensive if they are sung to a beat? Where was the political left when Jose Serrano spent thousands of taxpayer dollars (in the form of NEA grants) to take a wooden cross and submerge it in a jar of urine — is a religious identity less valid than a feminine one? The left opposed Gore and supported Serrano because they understood that freedom of expression is a necessary component of democracy. Yet, when Andrea Dworkin spoke on campus two years ago, Bates students enthusiastically heeded her call to outlaw pornography. Few were courageous enough to point out that the First Amendment exists for all of us, even if we refuse to endorse all of its consequences.

In order to have a rational, productive dialogue with others in society, all views must be recognized, listened to, and then

acted upon in an affirmative manner.

If the dehumanization of women on the Cornell list is what irks you, think about what others may experience the next time you burn an American flag. Think before you deride those who believe the Bible is more than just a book. Think for yourselves, and avoid jumping on the politically correct, anti-male bandwagon because it is the easy and cool thing to do. You might learn that the close-minded left, bent on personal vengeance for the writing of an off-color joke, is as blind to reality as the constantly ridiculed movements of Ralph Reed, Jr. and Pat Robertson.

Benjamin L. Woll '96

Richard "Jay" F. Terrien II '96

Cornell men needed privilege for sexist jokes

To the Editor,

We would like to address reactions to the "Top 75 reasons women (bitches) should not have freedom of speech." These may just be 75 jokes, but what is in endless supply is the sexist mentality from which these attitudes oozed. The surplus of this misogynistic humor is exactly why this list needs to be recognized; the publicity is not "out of proportion." It is minimal compared to the hate that we experience as women. These jokes are outdated in content, stupid in nature, and harassing in effect. There is the belief that we should not let these

four asinine men affect our lives, but this attitude usually spews from the mouths of men, typically white men, not taking into account their societal privileges. They are born with power; physical power, economic power, and political power ... they are "The Man." Recognize that there is an abundance of people who believe in this mentality as a way of life and they abuse humor to perpetuate their detrimental attitudes without being challenged. People may not admit to be followers of these men, but they will laugh with them. This is not a matter of over-baked political correctness, this isn't a bunch of

hippie women burning bras. Do not stereotype us. We are women. We are mad. To not acknowledge the source of our rage is your unconscious submission to how society caters to men who too often covertly oppress others. You must consider the privileges of humor. Where are you when the punch line falls and we turn black and blue? Maybe the boys at Cornell are correct: "#48 — The Mute button only works on the T.V." We will speak out. Stop ejaculating your misogyny.

Sarah Branch '96

Laura Lambert '96

Letters

TO THE EDITOR

Sawyer "deeply regrets" impression of lack of administration's concern

To the Editor,

The Best and the Worst of Bates. The weekend of November 4-5 saw the best and the worst of Bates' extracurricular life. The best of extracurricular life included an exciting victory by a team that had not won a game in five years despite hard work and practicing night after night from August to November. It was a tribute to the players who had persevered and to the special qualities of a coaching staff that had kept spirit and dedication alive without any victories to support them. The best included fan support that lasted through the winless years and tuned out in force for the game against Bowdoin. The best of Bates was also evident in the community gathering on Frye Street Saturday evening where people went to extend and share the pleasure of the day. Finally, the best of Bates was evident in the rapid response by the residents in Moulton House when a couch caught fire later in the morning, after the party. Students used fire extinguishers to put out a fire that could have had very serious consequences; others made certain everyone was out of the building.

The worst of Bates also came out during the evening. Excessive and irresponsible alcohol consumption led to drunken, selfish behavior. Someone destroyed a toilet in Moulton House; windows were broken there as well

as in Pierce and Hacker Houses. The goal posts were rammed into Pierce House. The following day much of the damage and party refuse was simply walked around rather than cleaned up by the perpetrators, left for the custodial staff to cope with on Monday. Even if only a few students were responsible for the destroyed property, many others were guilty of not intervening — either in the evening to help curb the destruction or later on Sunday when they put up with the mess. They also waited for the custodians rather than cleaning up or pressuring those most responsible to take ownership for their behavior.

When asked by a reporter from *The Bates Student* about the victory and subsequent celebration, I responded before I had any idea of the extent of the damage caused by the worst of Bates. Efforts to contact the reporter as the extent of the damage came to the fore were unsuccessful. I deeply regret any impression that I might condone the drunken excesses of the late evening, the damage incurred, and perhaps most of all, the sense that it could simply be left to the custodians to clean up on Monday. My joy over the class act on the football field has been all but destroyed by these actions.

Sincerely,

Stephen W. Sawyer
Associate Dean of Students

Professor condemns Frye Street celebration

To the Editor:

Last week's unfortunate article in *The Bates Student* leaves the impression that "authorities" at the College were quite willing to overlook the horrific property destruction of November 4. While I'm in no sense an 'authority' myself, I hasten to condemn it loud and clear.

This campus is impeccably constructed and maintained, and the Maintenance staff that keeps it that way is rightfully proud of their craftsmanship and labor.

Students who trash this campus are explicitly treating these workers like dirt. The lack of respect shown by some students to our Maintenance colleagues is appalling.

In the real world, drunk people who vandalize property are considered criminals and can go to jail. What will happen at Bates?

Sincerely,
Bill Matthews
Music Dept.

Good. Write on.

Letters

TO THE EDITOR

Administration should take time out, question priorities

To the Editor,

Recent actions by college administrators lead us to wonder about their priorities. Though we are oh-so-happy the football team finally won, (congrats), Dean [Stephen] Sawyer's irresponsible comments in the latest edition of *The Bates Student* ("The football win was five years in the making, a long time over due, and I can understand how there might be some pent up emotions among students") condoned violent and self-indulgent acts across the campus. While the reported damage appears to have been primarily targeted at windows, dorms, goal posts, etc., will the

college administration continue to support and "understand" this type of celebratory actions when the target is irreplaceable — a person? Or perhaps that has already occurred, unreported to an administration that apparently condones such actions.

Next down ... for whom the bell tolls? The same day the football team won, something a tiny bit more global (and important?) occurred. Yitzhak Rabin, the former Israeli Prime Minister and an advocate for peace, was assassinated. The administration's refusal to ring the bell in memory of this Nobel Peace Prize winner represents [its] disrespect, disregard, and utter lack of concern for

matters which effect the lives of their students, considering that the bell was rung two days earlier for the football victory. While President [Donald] Harward considers the win to be "a matter of civic pride," we believe Bates has a responsibility to its students to address issues outside of our small community. After all, education isn't just about books and Bobcats. Get your priorities straight.

Laura Babchuck '96
Sarah Branch '96
Britt Herstad '97
Sarah Steinheimer '96

JCC off-key on bell controversy

To the Editor,

This letter is in response to a comment made by JCC President Rebecca Shankman '97 in last week's issue of *The Bates Student*. In her view, the refusal on the part of the administration to ring the Hathorn bell in commemoration of Rabin's assassination was disrespectful. Her reasoning was that Rabin was "our (Jewish people's or American Jewish people's or just Bates Jews') version of the president" since "every Jewish person is considered a citizen of Israel." First things first; every Jewish person is NOT a citizen of Israel. A Jew must move to Israel, and (usually) serve in the army if s/he wants to be considered a citizen. Then, and only then, will s/he have the right to vote and therefore consider the person elected to be her/

his "version of the president." Shankman's attitude is indicative of the problem with much of American Jewry in relation to Israeli policy. Sitting in their comfortable homes in the U.S., many American Jews feel they have the right to dictate much policy and life in Israel, without ever serving in the army and watching friends, fathers, and sons die in the the struggles of protecting the land.

This arrogance translates on a number of different levels, one of which is contributing to orthodox Israeli organizations who control a large aspect of cultural life for the entire Israeli population. (90% of the country is secular and serves in the army; the ultra-religious do not.) Many of these organizations encourage attitudes which potentially lead already volatile fanatics to shoot and kill prime ministers. Why is

it that American Jews feel they have they have more claim to the land, physically and politically, than ANYONE actually living in the region?

As for the issue of the administration's so-called "disrespect": ringing the bell for Rabin would have been a politically extreme move for the administration to take and it is the not responsibility of the College to make such a move. While the JCC believes that the bell should have been rung because Rabin was a great peacemaker, would the organization (or any organization) take such a vehement stand had PLO chairman Yassir Arafat, Rabin's co-receiver of the Nobel Peace Prize, been assassinated?

Respectfully submitted,

Ruby Shamir '96

Review is retrograde look at a classic

To the Editor,

Normally, I do not waste my time responding to statements of utter ignorance and overly analytical political correctness as it is so very common in the Bates Bubble. However, in the case of last week's review of "A Midsummer Night's Dream" ["Good belly laughs to make you sick at heart," by David Kociemba], I feel an overwhelming desire to offer the critic some constructive criticism and maybe even deconstruct a few people in the process. Although our critic has of late become aware of certain descriptive phrases concerning minority images in Hollywood film, this does not mean that it applies to each and every case where a non-white actor is involved. Keeping in

mind that Shakespearean plays were originally performed strictly by white males, are you saying that they are due no sense of progression or diversity? Is it that confusing to have an "other" play a role typically held by white actors? Because there are so few roles designated for blacks in Shakespeare works this will occur. Now that this fact has been established, how should one compensate for this? If a director auditions a black actor whom he thinks would be best suited for a particular role, should he not cast this person because of his color? Here, let me break it down for you in plain English: let's say that a black woman was cast as Helena, would the critic then say that this was propelling the stereotype of the "jezebel"? Or would the

casting of a black man as Thisbe then be labelled the emasculation of the black male by the dominant culture? Come On!!!! Give me a break. Each person in this production was cast in roles which best suited his or her abilities. In conclusion, I would like to say that it disturbs me to think that every time I am cast in a play on this campus it is not my performance that will be critiqued but instead my appearance and the racial and social implications of my presence. Sometimes a play is to be enjoyed without provoking the commentary of one suffering from his own racial insecurities and guilt.

Sincerely,
Robin Gibbs '98

Biased Sun-Journal reporting doesn't serve community

by Tina Iyer

Someone came to my apartment building soliciting subscriptions to *The Sun-Journal* the other day, and I had good reason to confidently say no and slam the door in the unsuspecting man's face.

This rude behavior is a result of my experience on the morning of November 8. I wrote an article for last week's *The Bates Student* covering the defeat of Referendum Question 1, and I thought it would be wise to get the election results from *The Sun-Journal*, Lewiston-Auburn's daily paper. Perhaps I was naive to believe

that *The Sun-Journal* would objectively cover the election. Apparently I have been spoiled by the reporting in *The Boston Globe* and *The New York Times*. But after reading *The Sun-Journal*, I have discovered that what I thought to be universal journalistic standards (at least in this country) are not, in fact, universal. The article was colored by its tendency to characterize, while poor writing and faulty placement of information enhanced the impression of

bias.

My initial glance at the front page of this edition of *The Sun-Journal* confused me. I stared at a photograph of Paul Madore, leader of the Coalition to End Special Rights, in conjunction with the article on the defeat of Question 1. Madore was overwhelmingly for the passing of Question 1. This choice of photographs struck me as misleading; the article on Jenkins' mayoral victory didn't run a photograph of his opponent.

The picture of celebrating Maine Won't Discriminate workers was relegated to page 7A, while the honor of the front page photo went to Madore. Madore also got his own separate article, but the victorious did not receive similar coverage.

"The reporting on the referendum results [by *The Sun-Journal*] was abysmal," said F. Celeste Branham, Bates College's dean of students and an activist for Maine Won't Discriminate. "Case in point, Paul Madore's disappointment gets a longer front page article than the referendum did. Frankly, I wonder who really cares about [his disappointment], that it warrants front page attention. What an absurd editorial decision."

Reading the article, I found that my knowledge of election re-

sults wasn't expanded; rather, I was inundated with blatant biases. The first inaccuracy I noted was the continual reference to those in the no vote camp as "gay-rights proponents." When not referring directly to Maine Won't Discriminate by name, the reporters insisted on characterizing those who worked on the campaign as gay rights activists. Certainly many of those who worked effectively for the defeat of Question 1, as well as others who voted no, were gay rights activists. I don't think I'm wrong in believing, however, that many who voted no wouldn't label themselves as proponents or activists, but simply as people concerned about the other possible effects of the referendum.

Upon further reading, I learned that those who voted against Question 1 "ignored opponents' warnings." The implication seems to be that voters went ahead and voted no despite all the true, correct, and concise information the yes side was supposedly using to caution citizens.

Confirming my sense that the reporting was slanted was the bold print at the bottom of the article which directs the reader to the continuation of the article on a different page. It read "See Gays on page 7A." I looked to the headline to see if it could shed any light on this; the headline was "Voters Maintain Rights for Gays." There is no justification of the use of the word "gays" in bold print; other articles did not follow the pattern of using a word from the headline to direct readers to the continuation. A piece titled "Slain woman: Mother, role model" read "see Grief." Why

then the "see Gays?" Why not use the word voters, which was also in the headline?

"Supporters also warned Mainers that defeating the question would open the door to hiring quotas and other special treatment for gays," read the article. This is a direct reference to the Diversity Commission Report, a key tool in Cosby's use of fear tactics to promote her yes campaign. The report had nothing to do with the referendum at all, as Branham clearly stated in her debate with Cosby on October 30. The newspaper's comment thus legitimizes Cosby's use of fear tactics, and presents misleading information.

The November 8 article is not the first instance of biased reporting on the part of *The Sun-Journal*. After a debate with Carolyn Cosby of Concerned Maine Families on October 23 in Lewiston, Branham was frustrated with the newspaper's coverage. Over two thirds of the coverage of the debate in the newspaper focused on Carolyn Cosby or Concerned Maine Families.

"It was not at all balanced. In fact, it was blatant in its attempt to represent only one side of the

issue," said Branham.

In September, Branham met with the editorial board of *The Sun-Journal* "to try and persuade them to take a stand against the referendum...they didn't commit one way or the other." Branham was duly surprised when, oddly enough, the November 5 edition voiced official support for the no vote. "I cannot believe that they would allow this to occur in their newspaper if they fully believed that vote no should prevail. It

renders meaningless their editorial opposition to the referendum...given that their reporting was so imbalanced all the way through," said Branham.

I called the paper to see if the daily and Sunday editions are staffed by different people. Editorial page editor Tim

McCloskey told me the editors are the same, but writers for the Sunday and daily editions are different, though there is frequently overlap.

It is not my place to deny *The Sun Journal* or its reporters the right to support whatever side they choose. I do not, however, waiver in my belief that all newspapers owe their readers clear and objective information, not just a tilt toward the views of the defeated minority.

"The reporting on the referendum results [by The Sun-Journal] was abysmal.... What an absurd editorial decision."

F. Celeste Branham,
dean of students

[T]hose who voted against Question 1 "ignored opponents' warnings." The implication seems to be that voters went ahead and voted no despite all the true information [from] the yes side.

<http://www.cornell.edu.ignorant.sexist.flame-at-will>

by Ellen McDevitt

The first question which pops into my mind is "How do four men who harbor blatant and violent sexist beliefs and who exercise extreme stupidity slip through the cracks of one of our nation's most prestigious universities?" As I ponder this rhetorical question, I bet these four guys are wondering who pulled the rug out from under their feet as they observe what was designed to be a joke between friends turn into a national issue faster than they could say "surfin' the Web."

This week, campuses across the United States joined in appalled chorus against the self-named "Four Players of Cornell" — the four freshmen from Cornell University who circulated the vulgar e-mail message titled "Top 75 reasons why women (bitches) should not have freedom of speech" to friends across the Internet. Most of the reasons listed are so vulgar and degrading that newspapers cannot print them. This list has generated much debate across the Internet and across the country, as well as here on the Bates Col-

lege campus.

The issues being raised on campuses differ from those raised on the state and national level. Cornell has no speech codes which prohibit racist or sexist language on campus computer networks, nor does it control the content of its network. While the e-mail police argue about censorship and the safety and privacy of the Internet, the concerned groups on the Bates campus focus on the misogyny and blatant lack of respect manifest in the e-mail message, and the fact that the message reached such a large audience. Just as women and men from Bates are not the only ones disgusted by the message, there are surely others on the information superhighway who found the message amusing and perhaps deserving.

The four students who wrote the message have publicly apologized for their actions, claiming that they "never meant any of the things [they] wrote." They also never intended for the e-mail to travel outside of their circle of friends. This does not make their actions forgivable. The fact remains that these four men still

took the time to collaborate and create one of the most degrading and graphic displays of sexism this country has seen since the Anita Hill/Clarence Thomas hearings. This list goes beyond degradation. Seeing these "75

Reading the list is a reminder that this evil does indeed exist, even within the confounds of cushioned and enlightened academia.

Reasons" in print is chilling. We are sheltered from this sort of misogynistic dogma as we sit comfortably within the walls of academia, yet we are aware that it exists, and we fear it. Reading the

list is a reminder that this evil does indeed exist, even within the confounds of cushioned and enlightened academia. To see it in such plain and loud and accessible form is eerily disconcerting, and to separate feelings of personal insult from rationale to understand the motive is nearly impossible.

This message may not have been so devastating had it not preyed upon some of the worst fears of women. At least 15 of the "Reasons" implied rape in some manner, reasons which not only glorify oppression and violence against women but feed upon every stereotype women have gained ground against in the last 20 years. What was written has the potential to cause serious impairment to the progressive movements which women built against such stereotypes. These four men should pay for validating the fears that such misogynist beliefs exist, or should at least pay for the fact that they had nothing better to do with their time at Cornell than indulge their adolescent and inhumane humor to formulate such a document. Maybe they just liked to see the word

"DICK" in bold print so many times.

How do we formulate a riposte to ignorance? The "Four Players" have given the public ample opportunity to respond, as their addresses and names were left on the message. These Cornell students should be punished in some way, but what kind of reprimand is appropriate for the severity of what they wrote? They have already received thousands of angry and threatening responses over e-mail, and Cornell's judicial board has issued charges of sexual harassment and misuse of computer resources against the four. The damage is done to the psyche of women everywhere, and our anger now simmers, awaiting an appropriate disciplinary rebuttal from the Cornell administration.

"If my (penis) is in her mouth, she can't talk anyway." Well, boys, it is going to take more than a penis in our mouths to silence the hordes of women whom you have managed to offend, and you are going to need more than just each other and a meek apology to deal with the repercussions.

I wish I were what I was when I wanted to be what I am now.

On the nature of a liberal arts education

Bates College often fails to provide well-rounded education through consistent application to community

by Jennifer Lacher

Maybe it was the \$25,000 price tag, but from the moment I was accepted to Bates, my dad started half-seriously giving me a hard time about going to a private liberal arts school in New England. "What does a liberal arts college offer that a 'regular' university doesn't?"

The answer to this question is one that seems to plague many people on this campus; I have yet to get a straight answer from anyone. Usually people just mumble something about getting a "well-rounded education." After completing three years at Bates, I admit I couldn't come up with a much better answer.

However, my student teaching experience this fall has proved rather enlightening and has convinced me that, in many respects, Bates College is not providing me with a very liberal education, as one scholar defines it.

David Orr, in his article "The Liberal Arts, the Campus, and the Biosphere," (1990) elaborates on the role of the liberal arts college. Orr maintains that the purpose of a liberal arts institution is to work to create "whole persons" who are competent in both intellectual and analytical skills as well as practical skills. The tendency to separate these two leads to what Orr terms, "half-formed or deformed persons: thinkers who cannot do, and doers who cannot think."

He continues, somewhat cynically, "Students typically leave sixteen years of formal education without every having mastered a particular skill or without any specific manual competence, as if the act of making anything other than term papers is without pedagogic or developmental value."

This separation between intellectual skills and manual competence, though, seems to be the nature of the beast: separation is the name of the game. The College is broken down into divisions (social sciences, natural sciences and humanities) and then subdivided into departments which rarely interact and seldom

communicate. The problem is alleviated somewhat as interdisciplinary majors become more and more prevalent, yet even with these programs firmly intact, Bates still suffers from what Alfred North Whitehead terms "the fatal disconnection of subjects."

This catch-phrase has several meanings. Not only does this refer to the lack of interaction among the various departments and disciplines, but it refers to the fact that many liberal arts colleges go to great lengths to take education out of context. Orr notes, "A gap has emerged between the real world and the academy, between the attitudes and aptitudes of graduates and the needs of their time."

He goes on to say that a truly liberal education should bring to its students an appreciation and understanding of the world in which they live. He explains that it is easy to fall into a trap of "indifference" and "artificiality" when students (and faculty) remain blind to the educational potential inherent in the campus and the larger community.

"A 'nice' campus is one whose lawns and landscape are well manicured and whose buildings are kept clean and in good repair by a maintenance crew. From distant and unknown places the campus is automatically supplied with food, water, electricity, toilet paper and everything else," he comments. "Students frequently refer to the outside world as the 'real world', and do so without any feeling that this is not as it should be." Hmmm ... sound like any Bates Bubble you've heard about?

To give the campus credit, certain departments and offices are making great strides toward avoiding this trap. Bob Volpi and Dining Services have made wonderful efforts toward being more environmentally and regionally conscious by composting napkins, sending

unused food to soup kitchens and homeless shelters, and buying Maine products as often as possible.

Another place where this sort of community awareness and outreach is taking place is the Service Learning Center. By definition, Service Learning is intended to integrate work done in

in Auburn is, "How am I going to connect this history lesson to these kids' lives?" and similarly, "How can I best educate them to live in Auburn, Maine, in 1995 and beyond?" These are the most important questions I have to answer and the most difficult.

Unfortunately, it does not seem as if this sort of lesson planning is prioritized at Bates. Certainly there are classes which do field research in the community — science classes immediately come to mind — but many professors teach with the assumption that just learning all this stuff is education enough. What they don't seem to understand is that they are missing this fundamental connection to the world and even to Lewiston.

Whitehead addresses it this way: "Firsthand knowledge is the ultimate basis of intellectual life. ... The second handedness of the learned world is the secret of its mediocrity. It is tame because it has never been scared by the facts." That said, it is a goal of mine to teach my students about the environment and to teach them about the diversity of their own society, rather than to just blindly follow the path forged by distant textbook authors.

It has been my experience thus far that it is these lessons which engage students and prove to be the most "educational." And when I reflect upon my own experiences at Bates, those that stick out in my mind as most worthwhile and most "educational" are my education classes. Where else can I spend fifteen hours a week applying various theories and skills then return to Bates to reflect on those experiences?

Education cannot be reduced to "learning for learning's sake." As far back as junior high, I can remember being frustrated with teachers who could not tell me why I had to learn how to tell when two trains, leaving from two train stations sixty miles apart, headed in the same direction, traveling at different speeds would crash into each other. Even at Bates: why learn

Shakespeare? (This coming from someone who is going to be an English teacher!) But it's not even a matter of "why I have to learn" so much as it's a matter of "how (and what) I'm going to teach."

Orr states, "The often cited indifference and apathy of students is, I think, a reflection of the prior failure of educators and educational institutions to stand for anything beyond larger and larger endowments and an orderly campus."

"Students learn that practical incompetence is [fashionable], since they seldom are required to solve problems that have consequences beyond their grade point average. They are not provided opportunities to implement their stated values in practical ways or to acquire the skills that would let them do so at a later time."

This sort of thinking comes naturally to me — it always has: "Go ahead and teach me geometry, but don't forget to teach me when I'll need to use it in the

'real world,' is no doubt a common cry. So why is it that professors at one of the top small colleges in the country are failing to address it? I don't have the answer to that. Perhaps it has something to do with the "publish or

perish" epithet that is drilled into them. Or maybe it's just easier to pick out a few books and prepare a few hours of lectures than it is to design projects and lessons that have some relevance beyond Pettigrew or Hathorn.

But it seems so obvious — can we not see the forest for all the trees? Think of the thesis project possibilities that could be based in Lewiston or the larger Maine community. Or all the Short Term units, when there really is time to burst the Bubble and explore the community.

My dad listens to me gripe about all this, now, in my last year at Bates, and is on the verge of saying "I told you so," but neither of us construe my grumbling as a sign of total discontent. Rather I think that the scope of education is changing, becoming more student-centered, and I think many aspects of Bates have a little bit of catching up to do.



the classroom with work done in the community. There is an obvious connection between the two; after all, Bates really isn't guarded by some invisible, impenetrable Star Wars-esque force field. It's located in Lewiston — a community that has plenty to offer the College.

So why does community involvement seem to come only in the form of volunteer work (that can, and often is, easily misconstrued as Batesies coming down from their "city on a hill") or the occasional political science class that uses Lewiston as a model of city politics? Why not have history classes that focus on Maine or even Lewiston? Why not have theater classes cooperate with local theater companies to design sets for community-wide plays? Instead we (here I implicate both Town and Gown) foster a sense of distrust, competition and antagonism.

But there is another department on campus which is quietly sending dozens of students into the community on a daily basis: the education department.

As a senior who is pursuing a teaching certificate while at Bates, I have been deeply involved in this department. Since my first year at Bates, I have been working in local schools with teachers and students, and this fieldwork has become an integral part of the time I spend in my education classes at Bates. Oftentimes, an entire class works to solve problems that arose in someone's field experience. In the curriculum class, students spend an entire semester working to develop a curriculum unit which they will ultimately implement in the school they are teaching in.

Sadly, this experience has been unique to my education classes. But there are so many other disciplines which could make use of the community which surrounds us. One of the dilemmas I struggle with as I plan for the classes I teach at Franklin Alternative High School

Why does community involvement seem to come only in the form of volunteer work ... or the occasional political science class?

Life's a mixed metaphor. Be buried treasure. Shake your bootie.

The Arts

Side Effects fluctuates by performance, following still loyal

by David Kociemba

One of the wonderful things about being assigned to cover a Side Effects performance is that there's no pressure. You don't have to tease out subtle undertones, because everything's on the surface. And it's never a criticism to label their show "escapism," because that's exactly what it's intended to be. Their sole aim is to make you laugh by any means necessary, and they're quite up front about it too.

Nor does Side Effects necessitate quite the intellectual commitment that "theater" can. I have to draw on my practical experiences as a director and actor in both college and summer theater to critically analyze such work. In sum, I have some modest credentials to draw on. But having never performed improvisational comedy, there's no reason to take my opinion any more seriously than that of the person who sat next to you.

So here it is. The only merits to this particular review are the amount of time that I've devoted to this criticism and that I'm willing to offer my thoughts in public and defend them. Enjoy.

First of all, Side Effects seems to have created a following. That following has certain tastes, generally running towards some of the lewder forms of humor. This became abundantly clear when Jonathan Drury '96 was hosting an "America's Most Wanted" rip off and the audience requested that the crime of the

night be bestiality. What are you gonna do? In one of the night's few displays of restraint, Drury wisely announced that, "We must stop the footage because it gets too gross."

The skits were for the most part well-written. "H.C." provided the most trenchant criticism of our campus life, as drunk students begged those working at Bates College's own version of "E.R." not to give them lozenges. "The Condom Dance" was lifted out of the ranks of the cliché by the interpretive dances of its participants, particularly by senior Paul Fox's rendition of "Miami Vice." Alex Komlosi '96 created the most human character of the night in "The Mailbox Skit" as he almost leaves Bates because he never even gets campus mail in his box.

The performance art skit, long a staple of full Side Effects shows, fell flat. There is enormous potential for outrageous satire within an art form that has been accused of being self-absorbed and overly concerned with popular culture. Being quietly odd doesn't really do justice to the material.

Even so, I wanted to see more. After the gruesome death of David Kingdon '98 in "Ebola," we could have returned to the "H.C." and watched Fox and Jen Lucas '96 fight to schedule rapidly dying patients from the Den around their torrid love affair. "The Mailbox Skit" similarly demanded a postscript at the "H.C.," as I wondered what hap-



Paul Fox '96, Jen Lucas '96, and Dave Kingdon '98, three members of Side Effects, came to life in front of the audience Sunday night.

Alex Hahn photo.

pened to Drury after his arrest stemming from his addiction to Victoria's Secret catalogues. Will his treatment be successful? (One counselor at the Health Center fell asleep during a session with one of my friends—true story.) How will Drury get along with fellow patients at his group therapy session, and what will they be addicted to? Obviously, it's unfair to criticize Side Effects because they failed to read my mind.

Yet I think that some of the

skits should have been linked together, which could have lent a greater sense of cohesion to the performance. I'm just trying to trace a way that they could have accomplished that goal, given the material they presented.

Surprisingly, the show's improv was the weakest aspect of the performance. In particular, the group needs to spend more time developing its stories during Freeze Chain. I wanted to hear more about the social structure of

the Village and see more documentary footage of those afflicted by thesis. Freeze Chain is meant to force actors to improv a scene, not two lines of Shakespeare. Fifteen seconds per situation is simply not enough time.

When they listen and work together, I feel that this highly talented troupe provides the most laughter on campus for your entertainment dollar.

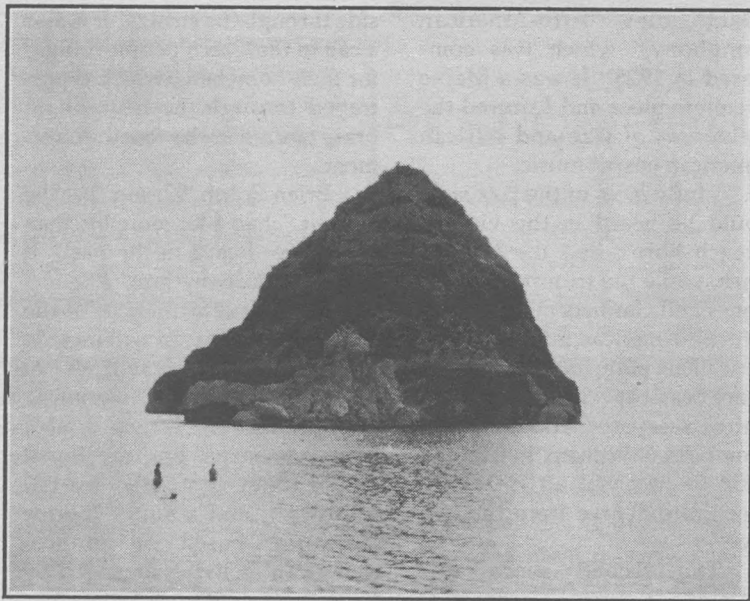
Continued on Page 18

PMA tries its hand at photography

by Chris Tiné

The Portland Museum of Art (PMA) is going where it has not gone before—into the realm of photography. With its first large scale photography exhibition, *After Art: Rethinking 150 Years of Photography*, the PMA seeks to help the viewer better understand photography and its historical importance as a documentary and artistic medium. The new exhibit brings together more than 200 images from the Seattle based Joseph and Elaine Monsen Collection, one of the foremost private photography collections in North America. It will be on view through January 14, 1996.

The show spans the entire history of photography from the first paper negatives of the 1840's to post-modern imagery and digital imaging. The focus of the installation, which is so comprehensive that it requires gallery space on two floors of the museum, is to offer new ways of looking at and interpreting photographs. Through juxtapositions and narrative text, the exhibit very effectively illustrates generations of



Swimmers, Pyramids Lake, 1987

Richard Misrach photo.

photography and offers insight into the influences on artists working in different styles.

Visitors will recognize many of the photographers represented in the show from pioneers like William Henry Fox-Talbot to the likes of photography's superstars Ansel Adams, Alfred Steiglitz, Andy Warhol, Cindy Sherman, and Robert Mapplethorpe.

This is a carefully crafted

show well worth the 45 minute drive to Portland. It is accompanied by a 120 page, fully illustrated exhibition catalogue which includes two essays and a complete checklist of the works.

To complement the After Art installation, the PMA is also showing a companion exhibit

Continued on Page 18

Groove Tonic to release funky album as debut

by Gabe Fried

The best advice you can give to the Bates/Emerson College band Groove Tonic on the release of their debut LP *Orientation*: make it funky.

Tugging on and toying with different musical influences and, subsequently, alternately hitting and missing, this five-man band demonstrates one important trait—the important trait—on their first on their own Home-made Jams Records: they can jam, and they can jam together. And, when Groove Tonic sticks to a funkier format, it can be, well, a truly groovy listen.

Orientation succeeds when it sticks to a style that encapsulates such chronologically eclectic influences as The Jimi Hendrix Experience, Maceo Parker, and Phish—let's call it funkska-guitar rock because we're not clever enough to come up with something more terse. Nathaniel Krasner (aka Nate Orsenstein '97) is tonally indispensable with his fuzzy, warped-out keyboard

playing, as is rhythm cat Jim Theodore '97 whose drumming, whether by studio mishap or calculation, flits coolly around the aural forefront rather than remaining background ambience. Jon Wyman '97 is strong on gui-

"They can jam...they can jam together."

tar, and occasionally remarkable, such as on the album's third track "Jesus Was a Rock Star," where his coy picking propels what is perhaps *Orientation*'s best number. Zach Stoff '99 is solid filling in for the wayward Justin Sullivan '97 on bass.

One reason that Groove Tonic should stick to the said (though poorly categorized) jammin' genre is their singer/songwriter Corey Manuel. Actu-

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Now Showing

Hoyts

Auburn 10 Cinemas
Auburn Plaza Center
Street

Show schedule for the week of November 16- 21:

American President PG13
1:20 4:00 6:45 9:30
(Sat. & Sun. first show at 10:45)

Goldeneye PG13
1:10 4:10 7:00 9:55
(Sat. & Sun. first show at 10:20)

It Takes Two PG
12:25 2:45 5:05 7:25 9:50
(Sat. & Sun. first show at 10:15)

Ace Ventura 2 PG13
12:15 2:35 5:00 7:15 9:45
12:45 3:05 5:30 7:45 10:10
(Sat. & Sun. first shows at 10:00 and 10:30)

Powder PG13
12:00 2:30 4:50 7:30 10:05

Get Shorty R
12:20 2:40 5:10 7:40 9:40
(Sat. & Sun. first show at 10:05)

Copycat R
12:10 3:10 6:30 9:10

Gold Diggers PG
12:40 2:50 5:20

Seven R
7:20 10:10

Now and Then PG13
12:50 3:00 5:20 7:40

Fair Game R
10:15
Adult ticket prices are \$7.00 for evening shows and \$4.75 for shows starting prior to 6 p.m.

Photos spark thought



Sechs Fotos. 1989

Geraed Richter photo.

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titled Looking at Photographs.

The concise, two part exhibition first looks at the history of photographic processes. This section offers an example of each process and a short text addressing the history of the process. The second section addresses how we, as an audience, look at photographs. The section asks viewers to consider pairs of photographs and to wrestle with questions which the comparisons raise about the works.

This small installation is as-

sembled from the permanent collection of the PMA and challenges viewers to engage the photographs before them as serious and complex works of art. Not such an easy task in an age which has witnessed such a proliferation of photographic imagery and visual media.

For information about After Art or Looking at Photographs, call the Portland Museum of Art at (207) 775-6148. The museum offers FREE ADMISSION on Thursday evenings (6pm-9pm) and the first Saturday of each month (10am-Noon).

Funkska-guitar rock

Continued from Page 17

ally, Manuel is a teller, not a singer and, while that's not bad, it is limiting. So when the group opts for slower songs, such as the spacey "Unholy Flood," the quasi-soulful "Fuzzy Tongue," and the Roger Waters-esque dirge "P.L.A.C.I.D.," things start to fall apart. Though Manuel's songwriting is fairly strong ("It's more fun to walk in the foot steps of fools," he tells us in the album's opening track), his intoned but essentially flat voice cannot maintain its poise when slowed down. That and the group's back-up singing, a weak spot, point to the

need to stay upbeat and, to a certain extent, loose 'n' goofy.

And when Groove Tonic grooves, it's top-notch. Look to "Ain't Foolin' No One (But Myself)," "Find Me," and "I'm Sick" for all the funk you can take. And even if two or three of their songs begin like Phish's "Cavern" or if Hendrix's influence is a tiny bit too prevalent in some tunes, it's all part of the process of becoming your own band. Groove Tonic, thanks to an unusual lead singer, some impressive musicians and a nose for a particular type of tune, has produced an inconsistent but promising first album, complete with hints of original greatness.

NOVEMBER 16, 1995

A side order of comedy



Alex Komlosi '96, caught in the act, gets a plethora of new security horns blown at him.

Alex Hahn photo.

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The problem is that they're not consistent from performance to performance, or even within a performance. For example, a funny skit works one performance and falls dead two hours later, or two actors work well together in one improv and not another. Of course, this might be explained by the vagaries of improvisational comedy: it's just not possible to be funny all the time without any planning. Some more of the answer might lie within the group's dynamics, or from how the audience reacts.

My personal opinion is that this inconsistency could be

worked out by adding greater variety to their shows. Right now, physical humor holds a near monopoly on the comedy in Side Effects. Given the strengths of some of the troupe's members, it should always be a big part of their shows. Yet, my favorite thing about last weekend's performance wasn't seeing all the lewd uses of a gourd. It was watching Komlosi's poor schlep in the mailroom skit. With characters that are human, not sketches, this would not only play to a wider audience and use the strengths of more of its actors, greater variety might afford them more consistency.

As the infamous Forrest Gump said, "that's all I have to say about that."

Ambitious orchestra opens season with life and rhythm

by Melissa Young

The Bates College Orchestra, directed by Music Professor Bill Matthews, began its season this past weekend at Olin Concert Hall.

The first piece was William Grant Still's "Afro-American Symphony," which was composed in 1928. It was a Maine premiere piece and featured the influences of jazz and African American gospel music.

Influences of the jazz style could be heard in the violins, French horns, and the English horn, while the trumpets, trombones and clarinets made up the African-American influence.

This performance of Still's piece was especially fitting for Bates. This year marks the centenary birth of William Still, and in 1954 he received an Honorary Doctorate degree from the college.

The second piece was Vivaldi's "Concerto Grosso in G Minor," a representation of the Baroque period. This piece is unique in that it is the only piece which was scored for 2 solo violins, a solo cello, and the orchestra. This performance featured violinists Alysia Wurst '97 and

Heather Russo '97, and cellist Ben Tassinari '98.

The orchestra concluded its concert with Dvorak's famous "Eighth Symphony in G Major." The "Eighth Symphony" is a work which portrays the beauty of the Czechoslovakian countryside through the strings. It is also a call to the Czech people to fight for their homeland, which is portrayed through the triumphant brass fanfare in the fourth movement.

Brian Rolph '97 said that the concert "...had a lot more life than music I've heard in the past. It had a lot more rhythm."

Future performances of the orchestra this season will include Henry Purcell's setting of Shakespeare's "A Midsummer Night's Dream," a new double concerto based on traditional fiddle tunes composed by Bill Matthews, and a suite, "Soiree Typique," based on Franco-American melodies arranged by Greg Boardman.

"This is the most ambitious season the orchestra has ever undertaken," Matthews said. "Especially exciting is the inclusion of a wide variety of American musical styles beyond traditional classical music."

I can never quite figure out what to do: should I throw off the restraints of an all too economic culture that wishes only to package and sell human beings to each other, or embrace the whole mess because at least the advertisers care what I want. Well, maybe they care about how happy I am during the commercials separating Saved By the Bell and Blossom in my syndicated heaven. God, that Joey Lawrence guy is a genius. A genius.

Advertising used to be so much simpler, it seems—so much easier to dismiss as just fluff for your p.b. and j. Oh, but now, these spectacularly high paced, thirty seconds of sight and sound, designed perhaps to confuse the target audience into product submission, embarrass the lower budgeted programs that they were meant to sponsor.

The commercial industry could never have expected to balloon like this, for the evolution of the genre has allowed it to turn eminently self-referential.

ad hoc

late nite insight and outright whimsy on the world of advertising by Josh Vallee

Awards are given for commercial merit: MTV, a network largely devoted to selling records with short films, has begun to show director's credits as well as artist, song, record, and record company. Many ads are fragmented, perhaps omitting the product itself, in order to set up a later series of commercials in the campaign. The assumption, I assume, is that many of the products that advertise during prime viewing hours possess such high public recognition that they don't even need to achieve traditional commercial goals. What, then, is the point?

A new entertainment function has emerged for commercials, which can paint themselves as successful when the audience is laughing, teary, thoughtful, etc., at the end. Instead of convincing the prospective clientele that the product in question is worthy of consumption, the idea is to portray the company as clever, hip, and interested in the same things as me, me, me. When Taco Bell hires Spike Lee to direct their commercials, and he puts himself in them, I say, "Now there's an institution I don't mind supporting." When Budweiser assembles a slew of computer generated ants and frogs to persuade the world that this Bud's for me, I respond with "I'm more intelligent than that, and that you can't sell me with talking frogs." It's a subtle difference in personality, but a valid one, I suppose.

Letting commercials just trickle by allows us to become vulnerable to them and their subversive imagery and ideological schema. Using all the best critical methods, we can decide for ourselves what we really want, and what appeals to us as consumers.

This is the first in a series of columns by Monsieur Vallée about advertising, packaging, and the industry of selling people, places and things. Television spots, print ads, packaging, and all sorts of other modes of representation will be addressed and reviewed.

Write Arts for the Bates Student
Sundays, Chase 244, 7 p.m.

AN OLD FASHIONED DEN STORY FOR YOU

NOVEMBER 16, 1995

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RIGHT ABOUT THIS TIME OF THE YEAR, RIGHT WHEN THE DAYS START GETTING UNBEARABLY SHORT AND THE WEATHER BLISSFULLY COLD (I PREFER THE ICY CHILL), A STRANGE APPARITION BEGINS TO APPEAR, EVERY SO OFTEN, IN RANDOM PARTS OF THE DEN. EVERY TIME I WALK INTO THE DEN, WHETHER ITS THE CRUSTY EYED MORNING OR THE WIDE EYED NIGHT, I ALWAYS SEE A STRANGE OLD MAN SITTING ALL BY HIS LONE-

SOME IN SOME CORNER, BY SOME TABLE, OR EVEN RIGHT ON THE COUNTER BETWEEN THE CASH MACHINE AND THE OTIS SPUNKMEYER COOKIES. HE SITS, CROSS LEGGED, BARELY MOVING, EXCEPT FOR THE SLOW AND STEADY QUIVER OF HIS LIPS AS HE SIPPS HIS ESPRESSO. HE'S ALWAYS THERE, EVERY TIME I COME TO THE DEN. THE CRAZY THING IS, THAT NO ONE ELSE, AT LEAST TO MY KNOWLEDGE, HAS EVER SEEN HIM, OR HAS BEEN ABLE TO SEE HIM. I FIRST SAW HIM IN SEPTEMBER OF 1992.

BACK THEN THE OLD GUY WAS A LOT DIFFERENT. HE DIDN'T HAVE A NEW FANGLED L.L. BEAN WINDBREAKER/FLEECE/SUPER-COLD WEATHER RESISTANT NYLON LIGHT REFLECTING JACKET- JAMMY. NOR DID HE HAVE A PURPLE SKI CAP WITH A SUNDAY RIVER PATCH SEWED ONTO IT, NOR AN INDIGLO NUCLEAR WASTE POWERED WATCH, NOR GORTEX FROST PROOF GLOVES. HIS OUTFIT, THE CLOTHES HE WORE, WERE DEFINITELY FROM ANOTHER TIME.

HE USE TO WEAR A BEAUTIFUL, BUT WORN (HELL, THAT WAS PART OF ITS CHARM), RED AND BLACK CHECKERED HUNTING JACKET, A PLAIN GRAY WOOLEN CAP, AND THESE FRESH HAND KNITTED MITTENS WITH DEER ON THEM. HE DIDN'T HAVE THE INDIGLO TACTICAL 1000 WATT WRIST WATCH EITHER, BUT A SILVER ENGRAVED POCKET WATCH THAT MUST HAVE DATED FROM THE 20'S.

HE NEVER USE TO DRINK ORGANIC COFFEE, OR MUNCH ON BUTTER SUGAR COOKIES, OR EAT/DRINK THE GRANITA. REGULAR JOE, A CHOCOLATE CHIP COOKIE (WHICH HE ASSUMED, HE ONCE TOLD ME, WAS MADE WITH BUTTER AND SUGAR), OR A NICE COLD FRAPPE WAS FINE FOR HIM. BACK IN THE DAY HE'D EVEN HAVE THE OCCASIONAL CIGARETTE IF HE WAS FEELING MASOCHISTIC (HE DIED, IN FACT, OF LUNG CANCER...HE SWEARS IT'S ALL THE CHEMICALS THEY PUT IN THE CIGARETTES. I ACTUALLY HEARD ABOUT AMERICAN SPIRITS FROM HIM), BUT ALAS...NO LONGER.

NOWADAYS I FIND IT HARD TO TALK TO HIM, I MEAN TO REALLY TALK TO HIM. IT USE TO BE THAT WE'D HAVE SOME GREAT LONG TALKS ABOUT IMPORTANT THINGS IN LIFE, LIKE LOVE, DEATH, HATRED, BESTIALITY.... IT'S A LOT ABOUT T.V. AND DETERGENTS NOW (HE PREFERS E.M.S. TO CHICAGO HOPE AND REALLY BELIEVES IN THE CLEANING POWER OF BOLD) AND HOW THE FOOTBALL TEAM FINALLY WON, OR HOW HE REALLY DIGS THE BEAT BEHIND "DON'T GO CHASING WATERFALLS." IT'S JUST NOT THE SAME OLD HEART FELT DIALOGUE ANYMORE, IT'S VAPID, IT'S JUST THERE...

YOU MIGHT SAY THAT ALL THIS IS SOUNDING RATHER NOSTALGIC, THAT I'M LIVING IN THE GLORY OF THE PAST, THAT I SHOULD GET WITH THE TIMES. WELL, YOU KNOW, YOU MIGHT BE RIGHT, BUT THEN AGAIN, YOU MIGHT BE WRONG. I'M A BIT SAD ABOUT HIS SUDDEN CHANGE BECAUSE THERE SEEMS TO ME SOMETHING GOOD ABOUT HOW HE RESISTED "PROGRESS," THE WAY HE STAYED TRUE TO HIS HISTORY, HIS TIME, HIS WORLD BECAUSE HE FELT THAT IN THAT PLACE, IN THAT TIME, IN THOSE CUSTOMS THERE WERE GOOD THINGS, IDEAS, FEELINGS, THAT SHOULDN'T BE DISCARDED. NOT THAT HE DIDN'T BELIEVE IN CHANGE, HE WASN'T ONE OF THOSE STUBBORN STATUS QUO SUPPORTERS WHO JUST COULDN'T DEAL WITH NEW THINGS. IT'S JUST THAT HE FELT THAT PROGRESS WAS NOT THE END ALL AND BE ALL OF WHAT COUNTED IN THIS WORLD; THAT NEW TOYS, NEW HI-TECH EQUIPMENT, NEW CEREALS, AND NEW IDEAS WERE NOT NECESSARILY GOOD BECAUSE THEY WERE NEW. I GUESS HE BELIEVED IN MOVING, BUT SLOWLY AND CAREFULLY, WITH LOTS OF THOUGHT. HE'D SEEN THE DANGERS OF "PROGRESS": THE A-BOMB, THE SPACE RACE, THE COLD WAR... HE SEEMED SOMEONE WHO WASN'T JUST GOING WITH THE FLOW, BUT RATHER SOMEONE WHO WONDERED FROM WHERE THE CURRENT WAS FLOWING, WHERE IT WAS GOING, AND WHY IT KEPT CHANGING DIRECTION.

SO NOW HE'S CHANGED. IT HAPPENED WHILE I WAS AWAY LAST YEAR, SO I CAN'T REALLY SAY WHY OR HOW IT HAPPENED. HE'S ALL CAUGHT UP IN THESE TIMES, RIDING THE WAVE OF PROGRESS, AND IDENTIFYING HIMSELF WITH WHAT HE THINKS IS OUR GENERATION. SHIT, MAYBE IT WAS BOUND TO HAPPEN AT SOME POINT ANYWAY.... MAYBE IT WASN'T. I DON'T REALLY KNOW. I HOPE, THOUGH, THAT THIS IS JUST A PHASE AND HE'LL SNAP OUT OF IT ONE DAY, PERHAPS BEFORE I GRADUATE SO WE CAN HAVE ONE OF OUR GREAT TALKS AGAIN. I'D ALSO LOVE TO SEE THAT BEAUTIFUL WOOLEN RED AND BLACK CHECKERED JACKET AGAIN, IT LOOKED SO WARM THAT IT MADE ME FORGET HOW COLD I WAS.

WELL, LET ME KNOW IF YOU SEE HIM, AND IF YOU DO, OFFER TO BUY HIM A MOXIE OR ONE OF THOSE COOKIES WRAPPED IN SARAN WRAP, MAYBE IT'LL GET HIM TO TALK ABOUT THE OLD DAYS. FEEL FREE TO REACH ME AT AKOMLOSI@ABACUS.BATES.EDU OR BY SNAIL MAIL, BOX 425 IF YOU MAKE ANY, UH, PROGRESS....-ALEX KOMLOSI

CULTURAL MECCA FOR ASPIRING WRITERS

I KNOW YOUR TYPE. YOU COME TO THE BOBCAT DEN WITH HIGH HOPES FOR CREATIVE ENLIGHTENMENT. (HELLO? SEE THE PARADOX HERE?) YOU PULL OPEN THE HEAVY WOODEN DOOR WITH RELISH, EXPECTING TO FIND SEVERAL OTHERS LIKE YOURSELF, NOTEBOOK AND EXPENSIVE FOUNTAIN PEN IN HAND (THE PEN RESERVED FOR INTENSE WRITING OCCASIONS SUCH AS THIS.) WHAT DO YOU FIND? GERMAINE PUSHING A METAL CART FULL OF HALF EATEN FOOD ITEMS AND COUNTLESS DISHES OF UNUSED KETCHUP. YOU DON'T GIVE UP YET, THOUGH, DO YOU?

LOOKING AROUND, YOU SPY A FORLORN PROFESSOR, EATING A SULLEN LUNCH BY HIMSELF. HMMM. IS HE SILENTLY SEETHING WITH ACADEMIC PASSION? MISUNDERSTOOD BY HIS PEERS IN THE BIO DEPARTMENT? PROBABLY JUST A LITTLE TIRED FROM HIS EIGHT O'CLOCK. IN THE CORNER A DISCUSSION BETWEEN TWO WOMEN HAS BECOME HEATED. ARE THEY DISCUSSING POLITICS? POETRY? THE ABSURD STATE OF NATURE IN A TECHNOLOGICAL WORLD? NOPE. A COUPLE OF HIGH SCHOOL KIDS ARE ARGUING OVER WHICH FRUIT JUICE IS THE MOST EFFECTIVE IN OBTAINING PURPLE HAIR. DAMN. YOU GIVE UP ON THE LOCAL GENTRY AND SETTLE IN AT A QUIET TABLE, OFF TO THE SIDE, BUT NOT TOO OFF TO THE SIDE. KEEP AN EYE ON THE DOOR. WHO KNOWS WHO MIGHT VENTURE INTO THIS BEAT HAVEN?

YOU OPEN YOUR NOTEBOOK TO YOUR LATEST ENTRY. LAST TIME, YOU TRIED TO WRITE WHILE LOUNGING ON THE QUAD, SOAKING UP THE LATE FALL SUNLIGHT AND MUSICAL SOUNDS OF THE WIND WHISPERING IN THE BARE TREE BRANCHES HIGH ABOVE. YOU JUST WOUND UP WITH WIND BURN ON YOUR CHEEKS AND DEAD BROWN LEAVES IN YOUR PANTS. BUT TODAY- TODAY IS DIFFERENT. THE DEN IS A TRUE BREEDING GROUND FOR INTELLECTUALS, ARTISTS, AND GREAT CONVERSATIONALISTS. IT IS, AFTER ALL, THE COLLEGE'S CLOSEST APPROXIMATION TO A COFFEESHOP, (SAVE OF COURSE, NOTHING BUT THE BLUES, BUT AFTER THREE YEARS YOU STILL CAN'T FIGURE OUT WHEN THEY'RE OPEN).

AND WEREN'T ALL THE GREAT CLASSICS OF LITERATURE WRITTEN IN COFFEESHOPS? YOU ARE F. SCOTT FITZGERALD! YOU ARE GERTRUDE STEIN! YOU UNCAP YOUR PEN AND LET THE MUSE TAKE OVER! YOU WRITE ABOUT... ABOUT... GREASE STAINS ON THE FORMICA TABLE. ABOUT THE MYRIAD OF INANE GROUP PROJECTS YOU'VE THROWN TOGETHER IN AN HOUR IN THIS VERY SPOT. ABOUT SPUNKMEYER COOKIES (NEW BUTTER SUGAR!).

SIGH. GIVE IT UP. THIS AIN'T PARIS. THIS AIN'T BOULDER. THE NEAREST HALF-DECENT LATTE IS TWO HOURS AWAY IN CAMBRIDGE. CLOSE THAT CAREFULLY WORN NOTEBOOK, ORDER A VEGGIE BURGER WITH CHEESE, AND HUM ALONG TO "WATERFALLS."

-ALICE REAGAN

Gen



Media Watch



INANIMATE LIFE AT THE DEN

I AM A SALT SHAKER IN THE DEN. I SIT STILL FOR LONG PERIODS OF TIME. I HEAR PEOPLE COME AND GO, I HEAR PEOPLE DESIGNING PROJECTS, I HEAR PEOPLE SAY INCREDIBLY STUPID THINGS IN THEIR DISCUSSION SECTIONS. I SEE NOTHING. I HAVE NO EYES. SALT SHAKERS ARE NEVER PERSONIFIED AS BLIND PEOPLE. YOU ASSUMED THAT I WAS JUST LIKE YOU, DIDN'T YOU? SIGHT, SOUND, FEEL, SMELL, EVERYTHING. WHAT DOES THAT SAY ABOUT YOU, MY FRIEND?

I AM THE SLUSH. I CHURN AROUND AND AROUND. I AM LIKE A WASHING MACHINE. I AM CIRCULAR. CYCLICAL. I AM ZEN. PINK, FROZEN ZEN IN A CHEAP CUP. I DESERVE A BETTER CUP. A FLASHY, BLACK CUP WITH A PINK NEON YIN-YANG SWIRLING AROUND ON IT SOMEWHERE. THAT WOULD BE AWESOME.

I AM THE TALL METAL THING PEOPLE PUT THEIR TRAYS IN. I HELP EVERYBODY. I AM KIND AND GENTLE. I USE MY FOUR WHEELS THE BEST I CAN. I AM ALWAYS PLEASANT, EXCEPT ON HOLIDAYS. ON HOLIDAYS, I GET SAD AND CRY BECAUSE I DON'T HAVE ANYONE WHO LOVES ME. THEN THE CUSTODIAN SEES ME CRYING AND BEATS ME UNTIL I STOP.

I AM THE COMMON PHONE. I AM SOL-EMN UNTIL SOME ASSHOLE USES ME WITHOUT WASHING THE ONION RING GREASE FROM HIS FINGERS AND SMEARS IT ON MY HANDSET. THEN I TAP INTO THE INFORMATION SERVICES' VOICE VAULT, SIMULATE HIS GIRLFRIEND'S VOICE, AND TELL HIM HE'S DUMPED.

I AM THE JUKEBOX. MY PRIVATE PARTS ARE THE UP AND DOWN BUTTONS. SEX MEANS NOTHING TO ME ANYMORE.

-STEVE YOUNG

THE DEN

RESPONSIBLE REVAMPING

CERTAIN THINGS IN THIS WORLD JUST REEK OF GEN-X CULTURE—"FRIENDS," NIRVANA, BODY ART. AND THEN THERE'S THE BATES COLLEGE "DEN." THE DEN IS SIMPLE, SERVES OLD-FASHIONED FOOD AT A DECENT PRICE IN A NO-FRILLS ATMOSPHERE. SOME CHANGES HAVE OCCURRED IN THE DEN OVER THE PAST FOUR YEARS WHICH REFLECT THE SHIFT TOWARDS ACCELERATED LIFESTYLES. FOR EXAMPLE, THERE IS NOW A LOUD SPEAKER TO CALL THE ORDERS, A JUKEBOX WHICH PLAYS THE BEASTIE BOYS, AND ESPRESSO. SO, WE CAME UP WITH SOME SUGGESTIONS WHICH WOULD COMPLETE THE DEN'S TRANSFORMATION INTO A GEN-X MECCA.

1) SKYLIGHTS, NEON LIGHTS, BRICK WALLS, AND WROUGHT IRON FURNITURE

2) DRIVE THROUGH WINDOW

3) RENAME IT THE PEACH PIT

4) STUSSY UNIFORMS FOR STAFF

5) LIVE D.J.

6) A GUEST LIST

7) OPEN UNTIL 3 A.M.

8) E-MAIL WALL

9) ALTERNATIVE NATION ON THE TUBE (VIDEO MTV)

10) WEDNESDAY NIGHT RAVES

11) LOUNGE CHAIRS

12) A BLACK TURTLENECK AND

SMOKING SECTION

13) A BOLD DETERGENT VENDING MACHINE

14) POETRY READINGS (LED BY PAUL COLON)

15) TIGHT LITTLE PROMOTIONAL T-SHIRTS THAT SAY "GERMAINE ROCKS!"

16) \$7 CRUELTY-FREE HAMBURGERS SERVED ON A BED OF ROMAINE WITH CRANBERRY-ORANGE SAUCE

ON SECOND THOUGHT, WE'LL JUST HAVE A BATES BURGER AND A FRAPPE, THANKS!

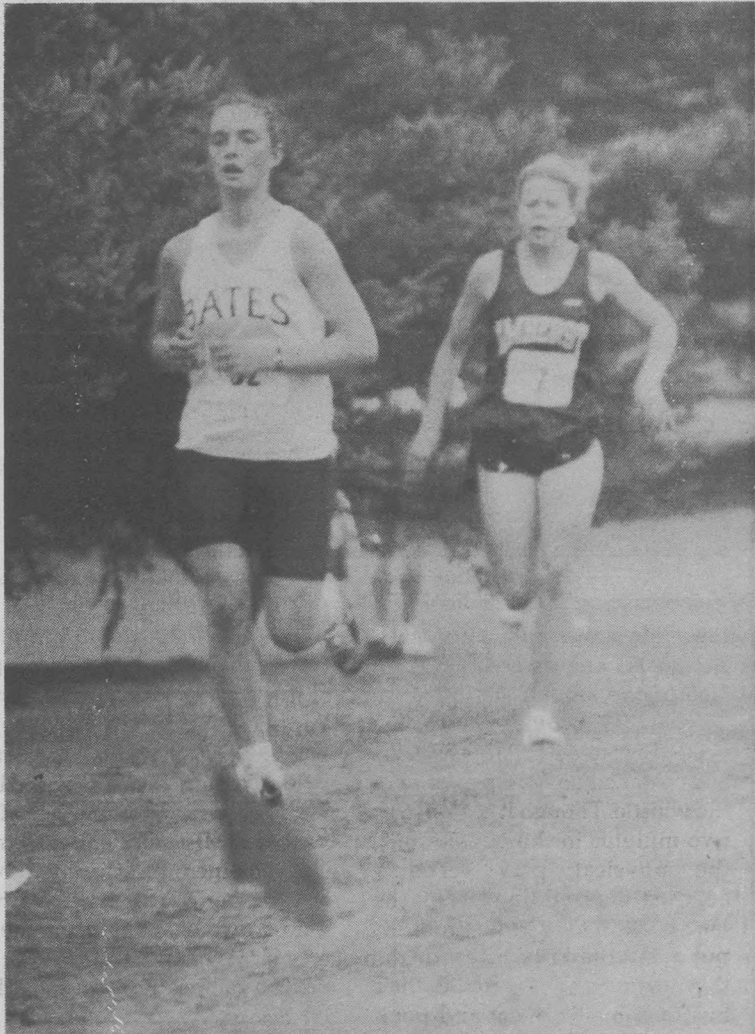
-AMANDA BARNEY & DOUG WILLIAMSON

11/16 W. Basketball hosts U.M.F. Tournament TBA
11/17 W. Basketball v. Thomas TBA

Sports

11/17 M. Basketball @ Plattsburg Tournament TBA
M. Ice Hockey v. Tufts TBA

Myrick '99 leads women's X-Country to NCAAs



Adelia Myrick finished 10th in Saturday's NCAA qualifying race, leading Bates and all first-year runners.. Photo courtesy of Carolyn Court.

An historic moment for the women's cross country team

by Abigail Phelps

For the women's cross country team, the NCAA qualifying race was one of those rare occasions where everything and everyone just seemed to fit together. A team that seemed to have everyone just a little off kilter during the regular season clicked at just the right time, earning them a spot at Division III Nationals in LaCrosse, Wisconsin.

The day began on a high note, with the knowledge

that all of the top seven runners were finally back on the roster. Sara Patterson '98 had been hampered by a knee injury for a few weeks, sitting out several races

over that stretch of time. She rejoined the team for their last race of the season.

"Having Patterson back in the mix maybe relaxed us a hair," said Coach Carolyn Court. It also

didn't hurt that the top five runners for Bates all finished the race within fifty-five seconds of each other.

Leading the way for the Bobcats was Adelia Myrick '99. She finished the race before any other first-year. With a time of 18:49, Myrick came in tenth overall. Moving down the ranks, sophomores Abby Phelps and

came in an impressive thirty-seventh, while Kirsten Achenbach '96 rounded out the top five scorers with a forty-third place finish. Sophomore Thania Benois (57th) and senior Megan Lane (75th) brought in the remainder Bates team.

These seven runners will be travelling to LaCrosse to represent the garnet of the Bobcats to all of the other Division III schools in the country.

With 133 points, Bates earned themselves not only one of the four spots from the New England region at nationals, but also a one point defeat of Williams to place them third among the qualifiers, possibly the biggest surprise of the day. "I think we ran really aggressively," said Court. "The tone was set in the first two hundred yards of the race—it was apparent that every person knew that everyone they passed mattered. I think we picked up sixteen points by passing people in the last one hundred meters. That showed a real maturity".

As a result, these mature 'Cats head to the land of the cows as the first Bates women's cross country running team ever to participate at Nationals this Saturday.

"I think we ran really aggressively. The tone was set in the first two hundred yards of the race. It was apparent that every person knew that everyone they passed mattered."

Coach Carolyn Court

Melissa Leier came in side by side, earning themselves twenty-first and twenty-second places respectively; Patterson, seemingly uninhibited by her knee injury

Men's X-C finish 9th at NCAA Qualifiers

by Abigail Phelps

Most runners realize that cross country is not a sport that will get you a lot of fame. Sometimes it will not give you any recognition at all. You fight for personal records and consistent splits over a five mile course. Sometimes, on a sloppy day, when the course seems to be eating your shoes because the mud is so sticky and thick, your only indication of success will be passing the man in front of you.

So why do runners run? Basically because they love that rush of competition when everything comes down to how hard the body can work, how far the brain can push the muscles. And though winning a race does not provide the celebrity of, say, winning a football game, it is just as impressive a display. Take Bates' men's cross-country team for example. No, they didn't win last weekend's NCAA Division III post-season qualifier, but they enjoyed a strong ninth place finish to close out their season.

According to coach Al Fareshetian, "We really did have a good day—four out of seven runners really nailed it, really

stepped it up. If we had just had two more do that we could have been fifth or sixth."

Don't be mistaken, though. The men's team's performance was by no means shoddy. With Tony Sprague '98 suffering from breathing problems and dropping the race and Jon Irish '98 and Steve Beardsley '97 having only so-so days, the Bobcats still managed to best 28 schools. Seeing as they finished ninth two weeks ago in NESCACs, this is all the more impressive. This day they moved themselves up to fourth among NESCAC teams.

For First-year Alec Donahue (70), junior Brian O'Connor (59), senior Sean Galipeau (21) and sophomore Justin Freeman (10) the day was an exceptional day, especially for Freeman who earned himself an opportunity as one of five individual runners to go to nationals.

"Justin has a shot at being an All-American" said Fareshetian.

However most of the men's team must translate last weekend's solid results into a building block for next year. A team's running success more often than not manifests itself in small personal goals that comes bit by bit.



Men's cross country finished ninth in their NCCA qualifier. Sean Galipeau '96, above, placed 21st overall. Alex Hahn photo.

Squash men ripen, come to fruition

by Abigail Phelps

The sounds are deafening as two men jostle for position, one finally slamming a kill off the front wall, ending the match. Case Newberry '96, co-captain of the Bates College men's squash team, saunters off of the court. He takes a moment to catch his breath and begins talking about the team: "[It's] strong. The lower in the ladder we go the stronger the team gets. That is why this team is going to be so good."

Newberry's fellow captain, Mark Zuccaro '96, had spoken practically these same words only moments before but had continued to say, "We are looking to improve on our national standings from last year [seventeenth; second in Division III]. We hope that that includes a move up to Division II."

With eight out of the top ten on this team returning from last season these hopes don't seem to be too unfounded. The challenge matches played to determine the

continued on page 19

President drops puck at Underhill to open hockey season

by Cam Donaldson

The men's and women's ice hockey teams got Underhill Arena rockin' and rollin' again as they rang in the new season last Saturday, but ultimately both bowed to the opposition, as the women fell to a club from Portland 7-5 and the men lost by 8-4 to M.I.T.

"We could have won that game," said women's co-captain Colby Connell '97. "We'll have another shot at them on December 2nd, and I think we have a good chance of winning then. We have a lot of new players that are still getting used to one another out there. It's just a matter of time before we come together as a team and win some games."

The club's first line of Connell, Helen Dalglish '97, and Sarah Spitz '96, certainly seems to have come together. Each racked up three points during the game, with Connell leading the way with two goals. However, the team cannot ride on the success of only one line. The squad's hatchling forwards must emerge to provide some much needed scoring depth. Susie Arnold '99 demonstrated this concept for her teammates when she was placed on a line with Connell and Dalglish and responded by netting her first collegiate goal.

The 'Cats' first goal came from a familiar source at 13:29 of the first period. Spitz gave Bates an early lead, but Portland matched them goal for goal during the first period, which ended in a 2-2 tie. The visiting team pounced on Bates in the second period, scoring two goals in seven seconds. Portland kept the lead for the remainder of the game, bettering the Bobcat offense and finding ways to exploit an inexpe-



A near hat-trick by senior Dan Murphy in Saturday's loss to MIT sparked a scoring deluge in the next game against University of Maine Farmington. The men won that game 5-2. Alex Hahn photo.

rienced defensive corps. However, the 'Cats gave an admirable effort. It is only a matter of time before their infusion of youthful talent cashes in.

The men's club showed up with fire in their eyes for a chance to beat MIT's varsity team. No sooner had President Harward taken the ceremonial first faceoff than skates were digging furiously into fresh ice, body checks were flying, and pucks were screaming past defenseless netminders.

The 'Cats came out scrapping in the first period. Slippery puck-handler Chris Merritt '96 potted the first goal of the game for Bates. However, the MIT players were no slouches in adjusting

to the Bobcats' fervid tempo, scoring a goal of their own just one minute later. Bates managed to elevate their level of play in the first period and carry a 2-2 tie with them into the locker room.

"MIT plays at a higher level than we are used to," said co-captain Chris Weinberg '96. "We are looking to go to that level. We have excellent depth, some great young players, our own rink ... These assets will help us in the future."

Unfortunately for the Bobcats, the future has yet to be realized. The second period proved to be a major letdown. The 'Cats lost most of the chutzpah that had carried them through the first period. MIT was quick to jump on

the Bobcats-turned kitty cats, scoring six unanswered goals. At 3:43 of the second period, Dan McGee '96 provided a much needed wake-up call for the 'Cats as he zonked an MIT player after the whistle. Though it cost McGee two minutes in the penalty box, the physical play certainly aroused the building. With the fans back in the game, the 'Cats put away the kitty litter for the third period and reverted to their hustle-'n-bustle, meat and potatoes game.

"The third period was one of the best periods that we have ever played," said Weinberg. "In the second period, we sat back and paid the price. We had some serious defensive lapses, but [first-

year goaltender] Dave Argereow played a good game. In the third period, we showed that we have the poise to come back strong. If we can play three full periods like

"The third period was one of the best periods that we have ever played ... If we can play three full periods like that, we will be one of the top teams in the league."

Co-Captain
Chris Weinberg '96

that, we will be one of the top teams in the league."

Bates ended the game positively by scoring last. At 7:02 of the third period, the diminutive Dan Murphy '96 notched an inspirational score that suddenly had everyone thinking 'come-back'. Not twenty seconds later Murphy rung up another goal, a top-shelf wrist shot that he rifled past the MIT goaltender. Time still remained for Murphy to bag a third period hat trick, with a wild crowd chanting his name in encouragement. But it was not to be. The game came to an end, MIT victorious.

The following Tuesday night the 'Cats took out their frustrations on a measly U/Maine Farmington team. Goals from Merritt, McGee, and Tommy Tucker '99 led the way to a 5-2 win.

Skiing arcs into season Swimming takes a dive into season

by Jimmy Ippolito

Snow has finally fallen in the mountains of Maine, officially signalling the start of the ski season. After a long dryland training schedule, the Bates ski team is more than ready to take off the running shoes and put on the ski boots.

"I am really excited to get back on snow," said Bobcat Eric Oberg '97.

Bates is coming off one of its most successful ski seasons ever, qualifying five members to the NCAA Nationals. With only two members lost to graduation, and a large senior contingent returning, this year's team is looking to improve on last season's successes. "I am excited about the prospects for the coming year," said Ric Mackey, head alpine coach. "We have a large group of seniors and I look to them to carry the team."

The men's squad is led by All-American Sean Clark '97, who placed 4th in Giant Slalom at Nationals last year. Andee Weaver '96 leads a women's team that is low in numbers after losing two key contributors to graduation. "The men's team will be as strong as last year," says Mackey. "and even though the women are low

in numbers this year they will still be competitive."

The Nordic side of the team is led by Dave Chamberlain '98 and Katie Gould '97, who both qualified for the NCAA's last year. "I am looking for good things to happen this year," said Nordic

"We have a large group of seniors and I look to them to carry the team."

Coach Ric Mackey

Coach Becky Woods. "We have a strong team that has been working hard all fall."

Several new faces will be out on the trails this winter for the Bobcats. First years Rachel Coffield, Hannah Sessions, Nunia Mafi, and Chris Connard all look to add depth to the team. The Nordic team will be travelling to Canada over Thanksgiving break to get in some early on-snow training.

The team will start their carnival season in mid-January when they host the Bates ski carnival, during Bates' Winter Carnival.

by Tommy Falby

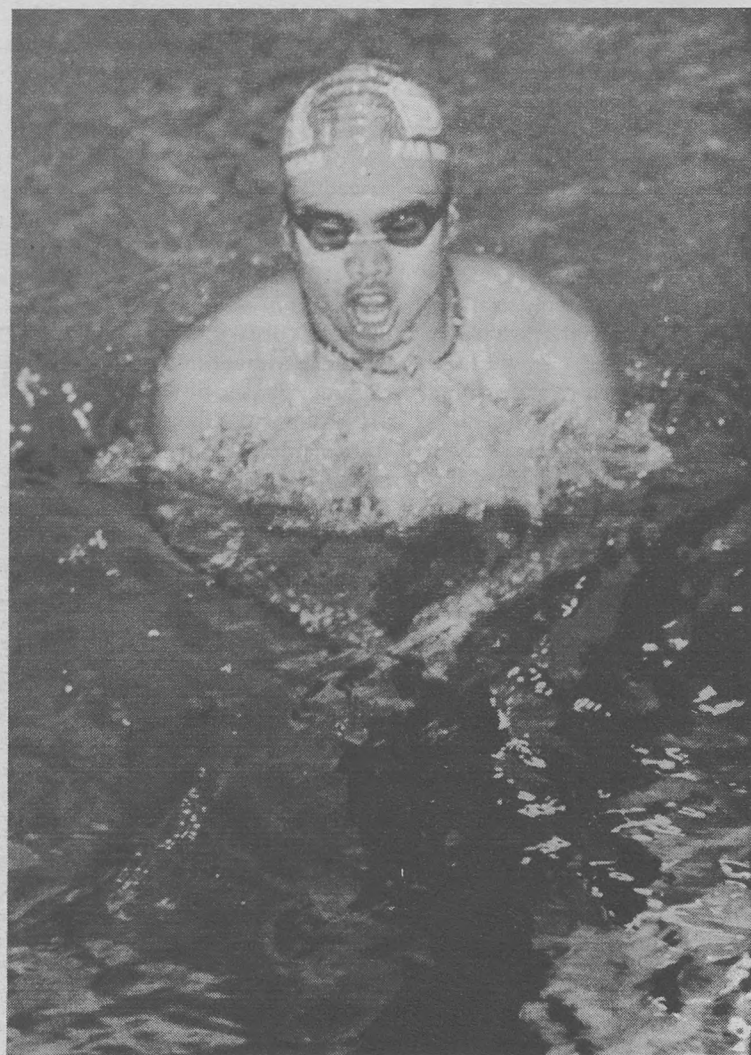
The splashes and swishes of blue water—sensations that are usually associated with summer and a relaxing vacation. But as the cold, damp, drab Maine winter starts to wrap itself around Bates campus, swimming and diving into the depths of Merrill gym's pools will indeed occupy the thoughts of some here on campus: the men's and women's swimming and diving teams.

"I'm very excited about the season," said Head Coach Dana Mulholland. "It should be very competitive and the kids are eager to do better."

Doing better is definitely the goal of the men's team who finished 13th at the New England Championships with a 1-7 record. Mulholland said he expects the talents of incoming first-year divers to add a needed depth to both teams, but the men's in particular.

"There are eight divers who will be a tremendous help in scoring events," said Mulholland. "In the past we haven't had as many divers with this much experience and talent."

While Mulholland will de-



Led by seniors Beth Sawyer and Jane Milkey, the women's swim team will look to improve on last year's 6-2 record. Alex Hahn photo

continued on page 19

Armed with threes, men's basketball looks to please

by Ryan Spring

As most of us prepare to make our way home to our families and a relaxing vacation, the men's basketball team is making its final preparations for this weekend's Plattsburgh Invitational Tournament and the opening of the '95-'96 season.

Coach Jeff Brown's Bobcats return nine players from last year's 12-11 season, including six of the team's seven leading scorers. Brown, in his second year at head coach, has set some high, yet attainable goals for this winter.

"I expect us to be a very competitive team within the NESCAC

and to make one of the two post-season tournaments, [either the ECACs or NCAAAs]. We also hope to challenge for the CBB Championship, while recognizing that at this point Colby is probably the favorite," Brown said.

Coach Brown plans to rely on an up-tempo

style of play similar to last year's. The Bobcats, who were ninth in the country for Division III in three-pointers made per game last year, will definitely emphasize the three-point shot again this year, but also hope to get the post players more involved in the offense than they did last year.

"With our style, we want to play 'pressure offense'. This prevents the defense from getting set by looking to fast break on every missed shot and turnover (made by the opposition)," Brown said.

Leading the 'pressure offense' for Bates will be point guard Adam Plandes '96, shooting guard Matt Garvey '97, and small forward Mike Marsh '97. "We have quality at the perimeter with Adam at the point and Matt and Mike on the wings. They match up very favorably to all the strong institutions that we play," Brown said.

Plandes, a co-captain along with fellow senior Jay Lowe, is the Bobcat's offensive catalyst. After averaging 17.2 points and 6.5 assists per game last year, Plandes seems set to eclipse those totals this year and, barring in-

jury, should surpass the 1,000 point plateau early to midway through the season.

"Adam, through his work ethic, is an extension of the coaching staff. He did a great job of running the offense with very few turnovers (last season). He can also create offense for himself, while still getting his teammates good shots," said Brown with praise.

Garvey is coming off a season which saw him break three Bates shooting records while averaging 19.4 points per game. He broke the individual Bates records for three-pointers made in a game (9), a season (98), and in

a career (153) this season. He is clearly the Bobcats most deadly scorer because of his great shot and seemingly unlimited range. Brown also predicts, however, that Garvey will be a more versatile player than he was in his sophomore year. Like Plandes, Garvey also has a chance to score his 1,000th collegiate point this

season.

The third perimeter player, Marsh, has made a smooth transition from the soccer pitch to the hard wood. Luckily for the Bobcats, he has not been slowed at all by the finger he broke late in the soccer season. Marsh was last season's third leading scorer (16.7 ppg) and second leading rebounder (5.5 rpg). "Mike is a quality offensive player and we look for him to get out on the floor on the fast break which he is capable of finishing with an exciting slam dunk," added Brown.

If the Bobcats perimeter is made up of experienced veterans, the post players are somewhat unproven. Although the Bates front court showed flashes of brilliance last season, it was inconsistent at best and rebounding was one of the team's main weaknesses. Brown, however, has been experimenting with a lot of different players down low in the preseason and although the front court is unproven, he remains optimistic.

The Bobcats leader in the paint is Lowe, who averaged 6.5 points and 5 rebounds per game



Ranked ninth in the country in Division III for netting three pointers, the men's basketball team looks to punish their opponents in the upcoming season. *Paige Brown photo.*

last year. "I look for Jay to really emerge this year as a player. He had some tremendous games as a junior and I expect him to be a consistent force for us inside. He has the ability to run the floor and has shooting range up to 15 feet," praised Brown.

Senior Jon White has emerged this preseason as the leader in the race for the fifth starting spot. He averaged 4 points and 3 rebounds per game last year, but played behind co-captains Brad Whipple '95 and Henry Hanley '95. Brown described White as the team's best defensive post player and a three

point threat on offense.

Also competing for the remaining starting spot, are juniors R.J. Jenkins and Jesse Strandberg, and sophomore Tim Sargent. Jenkins will be a large contributor due to his size and clever inside moves. At 6'8", Strandberg is the Bobcats' tallest player and will add rebounding and inside scoring. Finally, Sargent, a versatile player able to play several positions in and out of the paint, should be more consistent after a having played a year in the program.

Coach Brown's optimism for this season is well founded. The

Bobcats running style of play will certainly put a lot of points on the board, and if the low post players can be effective in rebounding and igniting the break, the 'Cats can play with the best NESCAC has to offer. Also, as Brown points out, do not forget about Bates' sixth man, Alumni Gym. "Alumni is a great place to play because of the noise level. Our style of play is entertaining for the fans."

Not only is it entertaining, it is effective, and could very well lead them straight into post season play for the first time since the '91-'92 season.

Women's squash depends on new faces in new season

by Abigail Phelps

Speaking about the woman's squash team, co-Captain Autumn Shurin '96 said "This team is really good. We are losing a lot of key people next semester, but we also have a lot of new people who have come in. The team has potential."

Shurin wasn't kidding. Her remark was prompted by the fact

that out of fifteen players, five will be leaving next semester while, at most, two will be returning from semesters abroad. So, while these 'Cats may have potential, it is simply that—potential—to do well.

Head Coach Herb Bunker reacted positively to this situation. "This will be good for us. It is always good to have people playing higher up than they thought they could. It pushes them to a

new level," he said, on the new form of his team.

There also seems to be a lot of enthusiasm in these new players, adding to the team's attitude, unfazed despite this portentous loss of student's to study abroad programs. Players such as junior standouts Kara Buckstaff and Lena Baldwin plan to anchor the team.

Right now the team ladder stands with Anne Decker '98 at

number one. She is followed by Baldwin, Buckstaff, and Alysia Wurst '97, at two through four, respectively. Shurin is strong at number five while her co-Captain Sarah Merriam '96 next at number six.

Closing out the ladder are Jen Gollan '97, Lauren Cardonski '97, Kiersten Scarpati '97 and Rebecca Shankman '97. These up and coming players along with an array of first-year players give

hope to the team in the face of the second semester losses of some key juniors.

According to Merriam, "This team is going to be good" and will look to move up in its Division III standing at the National competition this year, "even with the second semester losses". If this is the case, it will come from a depth of talent that will only surprise people who are not on the team.

Speed and defense fuel the women's basketball team

by Paul Blume

There is a familiar story line to this season's women's basketball team. Yet again, head coach Jim Murphy will rely on speed and quickness to beat his opponents because the team lacks size up front.

Murphy said, "What we lack in size, we will make up for a great deal in speed and team defense. I'm looking forward to seeing our players pressuring the ball and then running the floor. We could really be an exciting team to watch."

Defense will be a key element to Murphy's overall scheme this year. As a result, Bates will implement a half court, trapping defense which is made necessary by their lack of size. The tallest starter is junior Sarah Bonkovsky who is listed at 5'10". Bonkovsky is a veteran of Coach Murphy's and runs the floor extremely well for someone of her size. Last year, Bonkovsky lead the team in scoring (16.4 points per game) and rebounding (9.2 rebounds per game).

"Sarah is our post player, but she runs the court so well for someone of her size that it really enables us to get everyone involved in the running game," mentioned Murphy. "She does a great job in creating three point shots for our guards by finding the open shooter when she gets double and tripled team. She also has an incredible knack of putting the ball in the hoop."

First-year student Colleen

McCrave will be in the starting five after having a huge impact for Coach Murphy's soccer team this fall. She has incredible speed and is a defensive stopper.

"I saw Colleen play in the high school state championship last year and I watched her do some amazing things on defense," relayed Murphy. "She was giving up a few inches on defense, but she was so tenacious and quick that she shut down her opponent. She could have been arguably, the best defensive player in all of Massachusetts high schools last year and we are excited to see her do some great things for us."

Taking some pressure off McCrave in the backcourt will be senior captain Dianna Devlin. Devlin will handle the ball for the Bobcats. She averaged 10.3 points per game last year, and also chipped in 5.1 assists per game.

Rounding out the starting five is junior Nicole Woodson (3.1 points per game), who saw action in all 22 games for Bates last season, and first-year student A.T. Taylor from Orono, Maine.

Coach Murphy appears to have a solid team and he will not be afraid to go to his bench should the starters get into any sort of foul trouble. Senior Colleen Matlen joined the team late after the volleyball season ended. She saw limited action a year ago for Murphy. Sophomore Lauren Cushing will add size off the bench, and first-year Kristen Porter will also see sizable minutes for the Bobcats.



The women will test their speedy defense tonight when they take on the University of Maine Farmington. Paige Brown photo.

Bates opens their season today in the University of Maine-Farmington Tournament. They will play the host tonight and then play either Thomas or Westbrook College on Saturday

afternoon. Coach Murphy is hoping to improve on last year's 7-15 record.

"We are kind of limited in our overall numbers with only 11 right now, but that number is up

from last year," commented Murphy. "I am excited for this season as long as our height is not overexposed by any one team."

"We are kind of limited in our overall numbers with only eleven right now, but that number is up from last year. I am excited for this season as long as our height is not overexposed by any one team."

Coach Jim Murphy

"I think Bowdoin is the team to beat in the NESCAC this year. They are the only team that was not hurt by graduation last season."

Continued Murphy, "Last year, we lost a number of close games late in the second half. I think we really need to stress the concentration aspect of the game when the game is on the line in the final few minutes. I really like the way the girls are playing together and I am looking forward to a successful season."

Clark is 'Cats first foe Squash takes to court

continued from page 17

pend upon the returning talents of sophomores Mike Yee and Kate Gibson, he'll also look for strong contributions from first years David Burke and Joanne Murphy.

The likes of Murphy will assist an already powerful women's team who finished 6-2 last season and seventh at the New England Championships. The women also boast a two event all-American in Melissa Sander '96.

"The women look to hold onto their seventh place standing at New England's and equal or pass last year's dual meet record," said Mulholland. The women's team did suffer some losses, graduating last year's captains Laura Rowley and Tama Miyake. This year, seniors Beth Sawyer and Jane Milkey take the helm in hopes of surpassing last

year's results. Seniors Chris Eastman and David Gair head up the improved men's team.

In any given meet, the teams compete in as many as 13 events from a selection of 21 ranging from the one or two meter dive to the 1650 meter freestyle or 400 meter medley relay. Each meet has its events set before hand by the coaches. When either team competes in New England's, it is against division two and three schools. In the women's events there are as many as 35 schools competing, for the men 25.

The team's first meet is at home this Sunday against Clark University. Mulholland conceded that the competition should be very different for the men than for their female teammates. "They're a formidable opponent for the men," said Mulholland. "The women should have a pretty easy time with them."

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considering the maturity present in the five seniors leading the team.

Yet despite the high representation of strong squashers from the class of 1996, the team's number one position is currently held by junior Pat Cosquer, an encouraging sign for the Bobcats. He is followed by Newberry and Zuccaro, Jaime Reiner '98, Ari Friedlander '96, Ted Horan '97, Jeff Poleshek '96. Closing out the top ten are Preston Carey '96,

Sandy Weymouth '98 and Eric Sanders '99.

It is hard to say what will happen to the 'Cats' ladder by the end of the year. Expect it to switch around frequently until positions are locked in late January. It's hard to isolate just one star among these ten men.

So where do you go if you want to see good men's squash in Maine? Bates may be the team to beat in the upcoming year, in Maine and perhaps in New England. Just ask coach George Wigton whose self-explanatory response was "They're good."

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Oh Manchester, so much to answer for...

Domanda sulla piazza

What animal do you feel most like after Thanksgiving dinner?



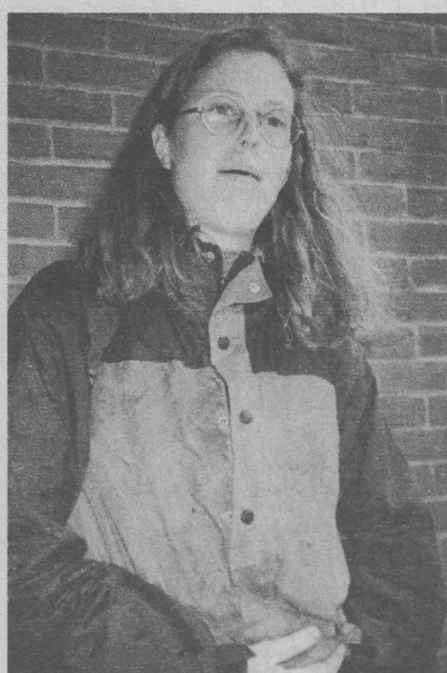
"I would say a pig but that's not quite right because I won't be wallowing in shit afterwards."

—Pete Linkroum '99 (left)



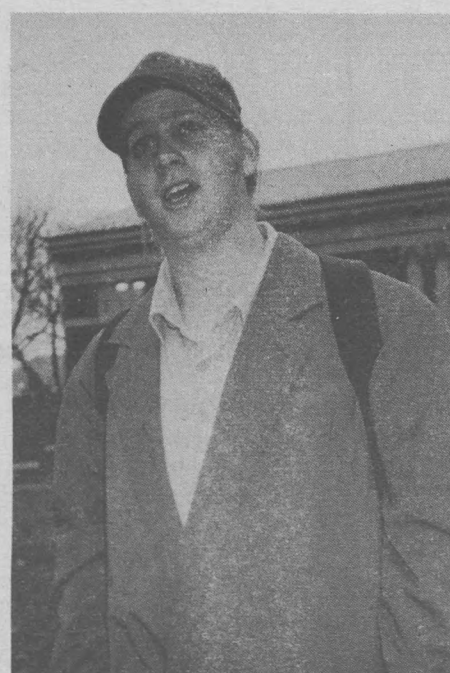
"A ferocious junkyard dog."

—Jeb Fowler '97



"A beached whale."

—Annalee Gunlicks '97



"A dead one."

—Doug Williamson '96

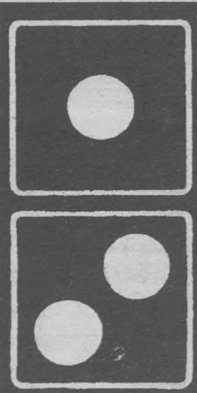
REPORTED BY JOSH VALLEE PHOTOS BY SARAH "TEX" BRANCH

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